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The committee was charged with studying and reporting on the present status of educational opportunity in the Denver Public Schools, and giving attention to racial and ethnic factors in the areas of curriculum, instruction, guidance, pupils, personnel, buildings, equipment, libraries, administration, organization, and school-community relations. They were asked to recommend improvements in any or all such specific areas.

Recommendations made concerned the specific areas of boundaries, pupil transfers, pupil transportation, optional attendance areas, evaluation of plants and equipment, maintenance, construction, equipment and supplies, libraries, financing, curriculum, reading and related language arts, team teaching, phonics, grouping, speech, listening books, time allotments, guidance, instruction, teacher recruitment and training, assignment and transfer of teachers, teacher aides, principals, administration, the school and the community, the school and the parents, the school and employment, and the school and communications. An appendix contains numerous maps, charts, and tables of the findings.

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Report and Recommendations
to the
Board of Education
School District Number One
Denver, Colorado

by

A Special Study Committee

on

Equality of Educational Opportunity in the Denver Public Schools

MARCH 1, 1964

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Office of Education-EEOP
Research and Materials Branch

REPORT AND RECOMMENDATIONS

to the

BOARD OF EDUCATION

SCHOOL DISTRICT NUMBER ONE

DENVER, COLORADO

by

A SPECIAL STUDY COMMITTEE
ON
EQUALITY OF EDUCATIONAL OPPORTUNITY
IN THE DENVER PUBLIC SCHOOLS

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And State Of Colorado

INTRODUCTION

THE PROBLEM

The Special Study Committee on Equality of Educational Opportunity is pleased to submit this Report and Recommendations. It was charged to study and report on the present status of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors, and to make recommendations. This it has done. The Committee's report is presented to the Board of Education and through the Board to the people of the Denver community in the hope that its findings and recommendations will be accepted in the constructive spirit in which they are made.

The members of the Committee brought with them the diverse attitudes of various segments of the total Denver community -- geographic, ethnic, racial, economic -- ranging from pride in the status quo and objection to any change, through various shades of interest without particular opinion, to feelings that real inadequacies exist, with strong desires for change. Over the period of its work, however, and when facts were fully known and freely discussed, the Committee has gradually found substantial areas of agreement as to principles, findings and recommendations. The extent of agreement within and by a group as diverse as this suggests that when facts are known and freely considered, with mutual respect for apparently conflicting attitudes, solutions can be found to sensitive problems which at first seem insoluble. In this the Committee sees reason to expect substantial acceptance of its report by the total Denver community. The approach must be, however, on a level of mutual trust and mutual respect; agreements of substance and purpose can be had only when each group admits the existence of a position other than its own. Happily, in the Committee's experience, this did occur. Hopefully, in the public consideration of this report, it will also occur.

The Denver community has pride in its schools. There is pride in its programs for meeting the needs of the most able and ambitious; in its programs for the college bound; in the achievements of the "average" pupil who is motivated toward school accomplishments; in the programs for pupils who are physically handicapped; in the programs for pupils of limited ability (although the need is greater than the teachers and facilities available); in the broad offerings of Opportunity School to help adults in search of training and retraining; and in the national reputation of the Denver system as a forerunner in education.

There is also public concern. There is general concern about overcrowding; concern over the needs of pupils not truly interested in academic pursuits; concern about dropouts; concern for the adequacy of opportunity offered to the brilliant student; concern, widely found, that somehow, through the work of the Committee or otherwise, the rights of members of the majority culture freely to live and associate as they wish and to send their children to schools in their own community were in jeopardy; concern that Denver's residential patterns, however

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caused, result in unequal educational opportunity for minority children, particularly the Negro racial minority and the Spanish surnamed cultural minority.

It is with this last area of concern that the Committee, because of its charge, has been primarily concerned. There are two separate but interwoven problems. One is the problem of the education of the urban disadvantaged child; the other, the problem of the effect of racial segregation on the educational process. They are not the same problem but because of an apparent correlation of proportionately large numbers of minority racial (Negro) and ethnic (Spanish-American) groups with the other factors which create the class of urban disadvantaged, the two are generally linked. Care must be taken not to confuse available solutions.

In common with every large city in America, Denver has an appreciable number of citizens who, by virtue of the nature of their lives and their environment, probably, under present conditions, will never be able to compete and to succeed in accordance with the standards of the dominant urban middle class culture, although they may have been entirely adequate and successful in their former, often rural, environment. Experience elsewhere would indicate that unless present trends are reversed, this group will increase numerically and will form a caste whose adult members tend to be permanently uneducated, unemployed and unemployable. Not only does this create a financial drain on the entire community, but it represents a tragic loss in human potential and productivity. These people differ totally among themselves in background and heritage but when exposed to the urban, mechanized, automated and competitive society of a metropolitan center, develop certain similar characteristics. They live crowded into the area of lowest real estate values; they lack skills with which to compete and the skills they have are no longer of value; they lack the ability to achieve according to the standards of the dominant culture; they lack motivation for traditional education; they lack satisfaction from personal achievement; they are the last hired and first fired; they are in short, disadvantaged.

In Denver, as in other northern cities, the urban disadvantaged group is made up of all races and ethnic backgrounds. A large part are Negroes from the rural South, who arrive unskilled, partially educated, burdened by traditions of legal inequality and unable to compete successfully. In common with most Negroes, they have experienced subtle or overt acts of discrimination throughout their lifetimes, with inevitable damage to the self image in both adults and children. While they have been exposed to the cultural background and standards of the majority, they have not realized its benefits and to them the principles of democracy may be far from its practices.

Perhaps a greater number of the urban disadvantaged are the Spanish surnamed from New Mexico and southern Colorado, brought to the area first as miners and agricultural workers and forced into the city by the closing of the mines, the seasonal nature of agricultural work and the increased mechanization of farms. These people and their ancestors have lived for more than three centuries in the small villages in the valleys and mountains of the upper Rio Grande. They bring to Denver value patterns and cultural characteristics which often interfere with adjustment to urban life and the values now dominant in an urban competitive society. For example, goals based upon the concept that worth depends upon the accumulation of property or money have little meaning to a people whose traditional and most valued characteristic is that of sharing with others what they may acquire.

The urban disadvantaged most frequently move to the older sections of town, where race, ethnic identity, language barriers, lack of motivation factors, lower educational standards, lack of skills and chronic unemployment combine to create a "culture of poverty" from which escape becomes most difficult. A child of whatever racial or ethnic background in such a culture, without fault of his own, usually adapts to the value characteristics of his neighborhood. While these value concepts are not generally the accepted values of the middle class majority culture, they do have strengths and characteristics upon which much can be built. However, the public schools, basically reflecting the interest of the majority culture, have established standards, methods, vocabulary and procedures based upon the experiences and value characteristics of that culture, and with

The standards?

?

these the urban disadvantaged child cannot achieve. Predictably, unless the educational system to which this child is inducted recognizes and compensates for the factors which since his birth have affected him, he will inevitably be behind when he enters the system, will get further behind as he attempts to progress through it, will achieve significantly less from it, and in a disturbingly high percentage of instances will never complete the secondary educational program. Because of the Committee's particular charge and because of the high incidence of minority racial and ethnic composition in the urban disadvantaged in Denver, this report will necessarily deal at some length with the problems of this group.

Entirely apart from the problem of the disadvantaged child, there is in Denver real possibility of unequal educational opportunity because of the existence of clusters of minority racial (Negro) and ethnic (Spanish surnamed) groups within the city.

In a "neighborhood" school system one inevitable result of concentrations of races and ethnic groups because of housing patterns is concentrations of children in the schools into the same groups. There is abundant authority to the effect that such "de facto" separation in schools may result in educational inequalities, and there is in Denver wide belief among the racial and ethnic minorities that the schools to which their children go are in some way unequal. In addition, however, there is the fact that there is not available to many children (perhaps a majority of the total school population, regardless of race or ethnic background) the democratic experience of education with members of other races and groups with which they will have to live and compete. The responsibility to eliminate or reduce this result where possible and to compensate for it where elimination is not possible by the removal of prejudice (whether based on color, ethnic or religious background, false values, or any other cause) must be the responsibility of the school to its pupils. This report will suggest ways in which this may be done.

Denver retains two major assets: Effective leadership still within the community and a framework of public opinion which has not yet polarized into opposite camps. These assets have been lost to other cities to the east and west where similar problems have existed and have not been met firmly and openly. So far, perhaps because of the relative smallness of the numbers involved, or perhaps because of the initiative taken by various local groups, there has not yet been the massive flight to the suburbs which has so often occurred and is now occurring in other major population centers. This has resulted in the retention within metropolitan Denver of responsible leadership in all of the various groups which make up the population of the City. Also, while areas of tension exist, the people of Denver are still communicating. There is time in which to find and apply reasonable solutions.

The Committee hopes that what follows will be of help in reminding Denver that while it has a fine school system it also has problems, in common with all other large urban areas, the solution of which must be accepted as the responsibility of the total community. As a functioning part of the total community, the schools will have a part to play.

THE COMMITTEE

The Special Study Committee on Equality of Educational Opportunity in the Denver Public Schools was created by resolution of the Board of Education on June 27, 1962. Members of the Committee were selected by the Board from more than 500 names submitted by interested citizens and organizations and were formally appointed on November 7, 1962.

Formation of the Committee stemmed from proposals included in the School Administration's February 1962 Report to the Board on Pupil Population, School Boundaries, Pupil Transportation, and School Buildings to construct a new junior high school at 32nd and Colorado Boulevard and to continue certain optional boundary lines in the East-Manual high school area. Because the population which lives within the boundaries proposed for the school at 32nd and Colorado Boulevard is predominantly Negro, these proposals led to statements by some citizens that any such action by the Board would constitute "de facto" segregation of pupils and that this was forbidden under the United States and Colorado constitutions.

At several of its meetings in March, April and May, 1962, the Board of Education was urged to consider racial-ethnic factors in determining school boundaries, in locating new schools, and in other aspects of school operation. In addition, other evidence had reached the Board that throughout certain areas of Denver there was public concern over the educational opportunity offered to pupils of minority racial and ethnic groups. Appointment of a special study committee to include citizens of the community, was urged by groups representing many segments of the community, not only those immediately affected.

In creating the Special Study Committee, the Board of Education affirmed in its resolution that "all children within the District, regardless of racial or ethnic background, are equally entitled to the benefits of good education, and that to secure such benefits, the needs and aspiration of all children must be considered."

The Committee was charged to "study and report on the present status of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors in the areas of curriculum, instruction and guidance; pupils and personnel; buildings, equipment, libraries and supplies, administration and organization; school-community relations, and to recommend improvements in any or all of such specific areas."

The Committee which made this study and prepared this report was composed of a chairman, two vice-chairmen, three residents, not employed by the Denver Public Schools, from each of the eight high school areas of the District, and six professional staff members from the Denver Public Schools.

The members of the Committee, in addition to geographic diversity, also brought with them attitudes of the varied racial, ethnic, cultural and economic groups which form the total Denver community.

In the course of its study, the Committee invited all school employees and any interested organizations and citizens to write suggestions and comments relative to its area of inquiry. Nearly 200 letters were received and thoughtfully considered. Interviews were conducted with administrative personnel, with principals, teachers and non-teaching personnel, with parents, students and interested citizens. Elementary, junior and senior high schools were visited (including classroom visits) in all six general areas of the Denver school system. Reports from other cities where similar surveys had been conducted were studied. Consultants in the field, from Denver and from other parts of the country, spoke to and counseled with the Committee as a whole and with small groups. The school curriculum, its modifications, current pilot projects in instruction, textbooks and teaching materials and equipment were studied. Pertinent data in many areas were gathered and analyzed by the Committee. Open meetings were held in the eight high school districts in Denver, at which in excess of 2300 citizens expressed their views. A professional opinion research firm was employed to obtain information on community attitudes toward the schools. A summary of this report will be found commencing on Page 38 of the Appendix. Twenty-five meetings of the full Committee were held; 30 meetings of the steering committee were held; 132 meetings of individual subcommittees were held (not including countless interviews by individual members); and 87 visits in 62 different schools were made.

The Planning Services Department of the Denver Public Schools divides the school district into six areas. To compare data the same six areas have been used by the Committee. It must be noted that these area boundaries are based on elementary school districts so that, while junior and senior high schools are included in the areas where they are located geographically, such schools may draw pupils from beyond the area in which they are situated. Page (1) of the Appendix shows a map of these six areas and a detailed description of them commences at Page (9) of the Appendix.

The Committee is deeply grateful to the Denver Public Library and to the very many individuals and organizations who so unselfishly made available their help and counsel, without which this report would not have been possible.

ADMINISTRATION AND ORGANIZATION

In this area of the Committee's investigation, it has reviewed the principle of the "neighborhood" school and its application in the Denver school system; the method by which fixed but not unchangeable boundaries are established; the existence of optional areas of attendance; the transfer of pupils; and the use of pupil transportation at School District expense.

BOUNDARIES

As used in this report, the "neighborhood school" is a school which is more or less centrally located within an area bounded by definite lines which children within that area are expected to attend. The report will discuss the policies which in the past have governed the establishment of school boundaries and the location of schools in Denver and will suggest additional policies which now are applicable. However, the basic principle of neighborhood schools is the prescribing of a clearly defined geographic area, determined by considerations which best serve the interests of all of the pupil population. The neighborhood school principle should not, however, be used to freeze school boundaries and changing conditions will require periodic review and revision of established boundaries.

The Committee generally endorses the application of the neighborhood school concept in the organization of the Denver school system, not because it is traditional in the American school system or because it has been adhered to in the past in Denver but because in the Committee's opinion an objective evaluation of the benefits and predictable results outweigh deficiencies when compared with other methods of assigning pupils to schools. Among such benefits are rational distribution of the school population, convenience to the child in getting to and from the school, a close home and school relationship between parents and teachers, placement of pupils in relation to maximum use of school plants.

The Committee is fully aware that the composition of the school population within any attendance area tends to be homogeneous in all American cities, and its investigations confirm that in Denver this occurs in a substantial number of individual school areas, particularly at the elementary level. In approving the continued adherence to the neighborhood school principle, the Committee emphasizes that it should never be used deliberately as a device to contain or restrict any ethnic or racial group.

In administering the allocation of pupils to schools under a neighborhood school plan, it is axiomatic that the reasons and policies which dictate how boundaries are drawn and maintained are all important. The Denver Board of Education has no written policy governing the setting of boundaries; however, the Committee was given the following unofficial summary of rules and procedures which currently govern decisions regarding boundaries and which are apparently well known to and followed by those charged with this duty:

"1. In determining school boundaries, four types of surveys and studies are used which ordinarily involve parents as well as school personnel.

(a) Determination of the Present School Population in a District.

Pupil population of a proposed school subdistrict is obtained by an actual count of the number of children in each home through a door-to-door and block-by-block survey conducted by parent committees of the Parent-Teacher Association. To insure accuracy, names obtained are cross-checked with pupil records on file at the school offices.

(b) Estimation of Future School Population.

From the data obtained in the above survey and from school census cards giving the age and number of younger brothers and sisters, estimates are made of the future school population of a given district. Undeveloped property within a proposed new school subdistrict also is noted in order to determine the population potential. In this way the future maximum population of any one given district can be determined.

(c) Distance from Home to School - Size of School.

Distance also is an important determinant of boundary lines. Boundaries must be established so that distances pupils must travel to reach school are not excessive. Other factors relating to distances also are considered. As the size of school facilities differs with levels of instruction, numbers of children assigned to secondary schools will be greater than in most elementary buildings. Not only are older pupils able to travel greater distances but the buildings are larger too. Thus the number of pupils a school will accommodate serves as a factor in considering distance and boundaries.

(d) Location of Natural Features Within a School Area.

An important factor considered in establishing new districts is that of natural boundaries. Busy thoroughfares, streams, gullies, and other natural factors and hazards must be considered so that heavy pupil traffic need not be routed across them. Here again, the age and grade level differences of the students influence the location of the boundaries.

2. Public transportation facilities from certain areas of the City to the school may determine boundaries to be set for certain schools although the actual line distance is closer to another school.

3. Whenever possible, an attempt is made to have all sixth grade pupils from a single elementary school enroll in the same junior high school the following September. Similar attempts are made for enrollment of ninth grade pupils to senior high schools. The latter arrangement is more difficult because of larger number of pupils involved and causes overcrowded conditions unless such enrollments are determined on the basis of population as it relates to capacity.

4. The primary basis for boundary line changes results from population surveys that anticipate population changes in the school subdistricts. An attempt is made to equalize membership as related to building capacity. Density of population within certain geographic areas is the primary concern.

5. There has been an effort to avoid adjusting boundaries more than once every five to six years in the secondary schools. These adjustments are made after periodical studies have been completed for projected enrollments of each secondary school.

The elementary school boundary line changes are made at shorter intervals because of the mobility effect on the smaller capacity school."

The Committee believes that each of the unofficial rules presently used by the Board of Education and the administration in determining boundaries is valid. (It is concerned, however, that there is no written and official established policy of the Board of Education.)

In addition to the foregoing rules, it has been repeatedly stated to the Committee that they are applied without regard to the racial or ethnic composition of the area in question, and that this must be, because of state law which forbids distinction or classification by race or color. It is the opinion of the Committee that perhaps the Board and the administration have pursued this policy to a point beyond that required by constitutional and statutory prohibitions against "distinction or classification of pupils on account of race or color." In 1954 the United States Supreme Court stated that segregated education is inherently unequal education. There was then and is now ample authority for such a statement. While the Court in that instance was concerned with segregation established by law, the Committee is persuaded that the same statement can correctly be made where de facto segregation of minority races occurs because of other factors, the most obvious of which is a pattern of housing restriction. The Committee feels that in adhering without obvious deviation to the principle of establishing school boundaries without regard to racial or ethnic background, the Board and the administration have concurred, perhaps inadvertently, in the perpetuation of existing de facto segregation and its resultant inequalities in the educational opportunity offered. The Committee believes that the broadened educational experiences resulting from a heterogeneous school population are of positive value to all pupils, regardless of background, and that ways should be found which are educationally sound to create such experiences.

The Committee does not recommend the abandonment of the neighborhood principle of establishing boundaries. It does assume, however, that the Board of Education will recognize the real possibility of the existence of inequalities in educational opportunity offered to children in schools populated basically by minority or low socio-economic groups and adopt as Board policy that racial, ethnic and socio-economic factors will be considered in all cases in establishing boundaries and locating new schools.

RECOMMENDATIONS AS TO BOUNDARIES AND SITE SELECTION

1. The Board of Education should formally adopt a statement of the policies which will govern the establishment of school boundaries and the location of newly constructed schools and additions to existing schools.
2. The Board of Education should establish school boundaries in accordance with the neighborhood principle as herein described (subject to the exceptions stated in the Committee's recommendation as to pupil transfer, hereafter set forth.)
3. In addition to the unwritten rules which have heretofore controlled the establishment of boundaries and the location of schools, the adopted policy of the Board of Education in these matters should include acceptance of responsibility to minimize the effects of de facto segregation and the recognition that wherever possible and as a matter to be considered of equal weight with guidelines presently used, boundaries

shall be set so that the "neighborhood" thereby established will represent, to the extent possible, a heterogeneous school community.

4. Promptly after the adoption of its official written policy the Board of Education should cause a review of the validity of the existing school area boundaries in terms of such policy. Periodically thereafter and in any event when a new school is added or an existing school is enlarged a similar review of the affected boundaries should be made.

PUPIL TRANSFER The Committee found no written official policy governing transfer of pupils. However, the rules and procedures followed in making decisions in this matter seemed to be clearly understood by those involved in their administration.

The Committee was given the following unofficial statement relating to transfers:

> "The rule for attendance of pupils in the elementary and secondary schools is based on the assumption that a pupil will attend the school located in the subdistrict where his parents reside, as indicated by the boundary lines on the official Denver Public Schools maps. The basic philosophy of the neighborhood or community school prevails.
>
> Realizing that there may be certain cases that necessitate a pupil's transfer for the best interests of the pupil, other pupils or the school, the Division of Personnel Services has been authorized to make such a transfer. Attendance in a school in another subdistrict may be approved by the Administrative Assistant for Secondary Schools or by the Supervisor for Elementary Schools under the following conditions:

1. Upon the order of the Court, in a case of extreme delinquency, when it is clear that the child's progress or the progress of other children may be handicapped by his continued attendance in a certain school.

2. Upon the recommendation of a physician or psychiatrist, in certain cases of emotional disorder when a transfer may help the child. These requests are reviewed by the Department of Health Services and the Department of Social Work and Psychological Services before transfer is approved.

3. In the case of a physical disability that prevents the child from gaining access to certain school rooms because of stairs or other obstacles. These requests are reviewed by the Department of Health Services.

4. A transfer may be considered because of the residence of a baby sitter or nursery for the elementary school children of working mothers. These cases are reviewed every semester to determine the working status of the mother and to assure that the child is reporting to the residence of the baby sitter or to the nursery immediately after school.

5. In elementary schools, immediate transfer is required after a change of residence to another subdistrict with these two exceptions: a pupil may finish the sixth grade in a school where he started that grade; a pupil may start the sixth grade in the same school if the change in residence was made during the summer immediately preceding the school year.

6. After a pupil enters a junior high school in his proper subdistrict, he may continue through the ninth grade in that school even though his residence changes. He is not entitled to enter the senior high school in this subdistrict unless his new residence is included within its boundary lines.

7. After a pupil enters a senior high school from a legal residence in the subdistrict, he may continue through the twelfth grade in that same school even though his residence has been changed to another high school subdistrict."

There is every evidence that these rules and procedures have been followed carefully and without prejudice in the granting of transfers. Approvals are granted only where exceptional circumstances, within these rules, permit an exception to the principle that each student should attend his own neighborhood school. Once such a transfer has been approved, the circumstances are reviewed annually to verify that the condition which resulted in transfer still applies.

During 1963, 122 transfers to a school other than the one in the district in which they live were approved for elementary school pupils (less than 2/10 of one per cent of the total pupils); 29 for junior and senior high school students (less than 7/100 of one per cent of the total pupils).

The Committee finds itself generally in accord with the rules governing pupil transfer which are being followed by Denver school administrators. It recognizes fully the need for keeping tight control of any exceptions to the rules which govern the administration of the neighborhood school principle.

Nevertheless, there appears to be a possibility of continuing firm control of transfers while permitting a flexibility of individual choice.

The open enrollment plan as recommended would provide that at stated intervals (probably annually toward the close of the school year in the Denver system) all schools would be reviewed to determine their student population as compared with their student capacity. Those schools having a previously stated percentage (90% is working well in Detroit) of population to capacity would be declared as open schools. Such a plan of open enrollment has been used in other communities, with reported success.

The names and location of the open schools would be publicized widely before the end of the current school year, giving the number of enrollments outside its own boundaries which would be permitted for each school. Children from any place within the Denver School District would be permitted to request enrollment in those schools, with acceptance on a first-come, first-served basis. Such transfers would be permitted for each school until its previously established quota had been met, or until a previously announced date in the new school year had been reached.

Under this type of transfer, and this type only, no reason for the requested transfer would be expected or required. Students taking advantage of this open enrollment would be required to furnish their own transportation.

RECOMMENDATION ON PUPIL TRANSFERS

The Board of Education should supplement its present transfer policy by the adoption of a plan of limited open enrollment generally in accordance with the procedures discussed above. The plan adopted by the school system in Detroit is suggested as a model.

TRANSPORTATION OF STUDENTS

At the present time, students are transported at District expense only under certain circumstances.

The extent of transportation of students in the current year, together with the reasons for such transportation, is given in the following summary. Except for students at Boettcher School, no high school students are transported:

Reason	No. Elementary Pupils	No. Junior High Pupils
From overcrowded schools to those with available capacity	183	0
From newly annexed areas which do not have any schools	1,552	436
From Lowry Field	331	129
From within own school sub-district where required traveling distance (possibly allowing for unusual safety hazards) is over 3/4 mile for elementary pupils or 1-1/2 miles for junior high pupils	1,493	3,270
To Boettcher School	102	59 (senior high pupils included)

The Committee believes that the transportation of students is sometimes necessary but is never desirable because, among other disadvantages, it involves considerable added costs, inconveniences to pupils and parents, particularly in emergency or illness, inability of the pupil to enter into extra-curricular activities, and difficulty in promoting close contacts with parents.

Transportation of pupils for the sole purpose of integrating school populations is regarded by the Committee as impractical.

RECOMMENDATION ON PUPIL TRANSPORTATION

Transportation of pupils should be regarded as an expedient rather than as a solution to problems, including the problem of racial imbalance in the schools.

OPTIONAL AREAS Optional Areas are defined as specific geographic areas in which the students who reside therein have a free choice to attend either one or the other of two schools designated to serve such area. The Committee finds that optional areas, once established for whatever reason, have a tendency to continue after the reasons which caused them to be formed cease to exist. In recent years, however, existing optional areas have been reduced and at the present time, after the boundary changes which were made effective in September, 1962, only the following optional areas remain:

A. High Schools*

Manual-North, Manual-East (two areas),
East-Washington

B. Junior High Schools**

Smiley-Cole

C. Elementary Schools***

Columbine-Harrington, Park Hill-Stedman,
Lincoln-McKinley

The advantages of establishing fixed geographic areas for all schools have been discussed and are recognized by the

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*Appendix page 7, Map of Senior High School Boundaries and Optional Areas

**Appendix page 6 Map of Junior High School Boundaries and Optional Areas

***Appendix Map 1. Six Areas Based on Elementary School Boundaries

Committee, subject only to the adoption of a limited open enrollment policy and the continuation of the transfer policies now in effect. The use of optional areas forms no part in rational administration of the system for fixing boundaries which the Committee has recommended.

RECOMMENDATION ON OPTIONAL AREAS

All optional areas should be fully eliminated at the earliest possible date.

BUILDINGS, EQUIPMENT, LIBRARIES AND SUPPLIES

In this part of its report the Committee is concerned with the status and use of the physical facilities of the school district; their present condition; the need for replacement and renovation; and future construction.

EVALUATION OF PLANT AND EQUIPMENT

There are now 114 schools in School District No. 1. It was not feasible for the Committee to inspect every individual school in the system. Inspections were made, however, of all types of schools in all areas. With the exception of the first visit, when examination procedures were set up, all inspections were unannounced. In addition, representatives of the Committee met with Denver building inspectors, Fire Department officials, and qualified experts in the field.

The inspection tours were most frequently made in the company of the school principal and covered the entire school, including the boiler room and the grounds. The facilities inspected (in each school where they existed) included auditorium, library, lunchroom, kitchen, clinic, shower rooms, gymnasium and all special purpose rooms such as shops, science and home economics laboratories. Other classrooms were visited on a random sampling basis, as were toilet facilities.

In addition to structural and architectural factors specific attention was given to these items:

1. Lighting, ventilating, heating and plumbing.
2. Equipment on hand or in use, such as audio-visual aids, laboratory equipment and furniture.

3. The standards of maintenance, decorating, cleanliness, safety and sanitation.
4. Adequacy of rooms for the particular assignment.

Interviews were also conducted with teachers, building custodians, principals and other staff. In the course of its fact-finding, representatives of the Committee met with administrative representatives to determine what future replacements, modernization, additions, or new construction were in the planning stages.

The Committee's evaluation of physical plant and equipment was made in accordance with the following principles:

1. Equality of educational opportunity requires the allocation of funds for renovation and/or construction so as to provide as nearly as possible the same basic facilities in individual school buildings.
2. In addition to classrooms, basic facilities should include: an auditorium, gymnasium, library, facilities for a hot lunch program, adequate sanitary and safety facilities, play space, books, supplies, furniture, furnishings and equipment.
3. The manner in which space is utilized to provide the basic facilities must be influenced by the educational level and program the structure serves.
4. All physical facilities should be designed to serve adequately the expected size of the school population.

5. The budget should provide for the attainment of a uniform standard of cleaning and maintenance in all schools.

Measured against these standards the Committee finds some areas in which improvement is needed.

BUILDINGS

Existing Structures

The schools of Denver range in age from 80 years to less than one year.* Recent new construction has followed population movements and annexations. This is not always true in the case of replacement needs. While there are more new buildings in the more recently developed neighborhoods, new additions or modernizations have in general maintained the quality of structures in older neighborhoods.

The newly constructed buildings are generally sound facilities. The replacement buildings are well suited to their purpose. The additions and the rehabilitation projects have produced good to excellent facilities. However, it is apparent that the time has come when more funds must be allocated to replace or modernize old buildings.

Libraries, lunchrooms, and, to a lesser extent, auditoriums and gymnasiums are relatively new facilities at the elementary school level. However, they are now accepted as an essential part of the elementary school building. Generally these facilities were found in the newly built schools. A library was included in almost every addition. Twenty of the 89 elementary schools have no cafeteria; 3 schools have no gymnasium space and 10 use converted classrooms or basement space for this purpose; and 8 have no auditorium.

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*Appendix pages 13-18, Study of Buildings and Facilities

The pattern of including swimming pools in the construction of secondary schools has been inconsistent. Pools were included in two of the junior high schools built in 1921-22, but not in the third one. No pools have been provided in the junior high schools since that time. On the senior high school level they were not provided until 1960 when the three new schools were built. A pool was included in an extensive addition to one older high school in 1959, but one was not provided in an addition to another in 1963. The Committee finds a strong feeling of unequal treatment in certain areas of the city.

On the whole, health and safety factors are well handled. Provisions for lighting, heating, ventilation and sanitation, except in minor instances, appeared adequate. All possible precautions seemed to have been taken to make the buildings as safe as possible. Clinics are as adequate as can be and in older buildings, improvement of clinics would be difficult, if not impossible, because of structural limitations. Where installed, cafeteria facilities are satisfactory except for a few ventilation problems.

Maintenance

The Committee commends the administration for its high standards of maintenance and cleanliness. In some of the newer schools, however, improvements in this respect can and should be made. The Committee was impressed by the general absence of defacement of school property by the pupils. This is due in part to staff vigilance and also in large measure to the fact that any building, if kept up well, is respected by the students. The landscaping and outdoor maintenance of some schools were found to lack the high standards of the rest of the District.

Construction

In assessing policies followed in the allocation of funds for construction, the Committee believes that the most meaningful approach is to look at the results of those policies.

There have been three bond issues totaling eighty million dollars in 1948, 1952 and 1956. In addition, $500,000.00 per year on a pay-as-you-go basis was available in 1957-58, 1958-59; $750,000.00 in 1959-60; $850,000.00 in 1961; $1,250,000 in 1962; and $1,263,000 in 1963. In 1964 and 1965 the projected amount from this source is $2,385.000.

As of the date of this report, these funds have been used to increase the physical facilities of School District No. 1 as follows:

	Major Add'ns.	New Schools	Replacements*	Planned 64-65
Elementary	36	31	2	3 add'ns
Junior High	6	5	2	1 add'n
Senior High	2	2	1	
Combined Jr-Sr		1		1 new
Opportunity	1			
Boettcher	1			
	46	39	5	5

*Replacements are new buildings which replaced a previously existing school, as differentiated from a new school which has been added to the system.

The question is frequently asked "Does not the fact that the new buildings are in the new subdivisions while the very old buildings remain in the core area, constitute an inequality?" The Committee does not find that this is true in the context in which the question is usually asked. Some of the new schools were built in the older areas, numerous additions and four of the five replacement projects under way are in the older areas. The Committee recognizes that results achieved, however, did not meet the objectives in all instances primarily because of the impossibility of accurately forecasting the school population in areas of extremely mobile residential patterns and use.

The following figures indicate some measure of the increase in pupils for which the District is responsible and the way in which Denver met this responsibility:

	1940	1946	1960	1963
Total Population (Actual)	322,412		493,887	
Total Population (Estimated)		360,000		520,000
Sept. 30 School Membership	47,977	45,656	90,518	96,936
Number of School Buildings	76	77	114	114
Number of Classrooms	1,545	1,564	2,969	3,105

Although the number of classrooms was doubled between 1940 and 1963, the fact remains that there is still a lack in this respect. Overcrowding, the need to transport pupils from one school area to another, extended sessions, double sessions and the use of mobile units are proof of this.

A map* illustrates essential considerations that influenced the building program. In order to use actual census figures rather than estimates, the map covers a twenty year period. The geographic location of all the new schools and the major additions is shown.

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*Appendix Map 2. Growth of Denver and New School Construction

The shaded areas on the map represent the area annexed in the years 1940 to 1963. It is in these areas that the largest number of new schools were built. Also, several additions have been made to these new schools. The yellow area on the map indicates the area which, while within the 1940 city limits, was so sparsely populated that few school buildings were needed at that time. These areas now include a substantial number of new schools.

Particular attention is directed to the unshaded and uncolored areas representing the populated area of Denver as it was in 1940.* Today this is the "older area - the core area." A substantial number of new buildings, replacements and additions have been placed in this area. Many of the additions to the older schools are designed in such a way that the original portion may be razed at some future time when the need for space no longer exists. If the need is still there, the older school may be replaced.

The Committee is agreed that the building program should have been more extensive in the past.** Whether financing would have been possible is mere conjecture. However, the Committee does not agree that age alone determines quality, in the sense that a new school is necessarily better than an old school. To

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*Appendix page 19, Summary of Denver Population Growth

**Appendix page 20, Summary of Building Capacity and Pupil Membership
pages 21-26, Study of Building Capacity and Pupil Membership

express it another way, to have an old school in one area (provided it is clean and well maintained) is better than having no school in another area. The Committee has no reservations in this regard.

Considering the magnitude of the problem of providing classrooms for a growing student body, the Committee concludes that it would have been unwise to attempt much more replacement of older schools than has been accomplished since 1946.

Future Construction Ideally, of course, all schools built prior to 1900 should be immediately replaced. However this cannot be done until sufficient classroom space has been provided for those children who are currently being transported long distances or are on double sessions. It is almost certain that a combined junior-senior high school will be scheduled for construction in the Bear Valley area in the immediate future. This is a decision with which the Committee agrees. Additional needs exist in other areas and the Committee recommends that they be met without delay. In new buildings, facilities for library, lunchroom, gymnasium and auditorium should be included.

The Committee notes the existence of feeling throughout parts of the district that in some instances the nature of site selection and the type of construction in new schools reflect the socio-economic standards of the area in which the school is located. It is suggested that care be taken in future site selection and building design and construction to minimize such feeling in the community.

Priority next should be given to provision for libraries, lunchrooms, gyms and auditoriums, in that order, in those schools where they are lacking. The improvement or enlargement of these facilities where they are inadequate should follow. In some instances, such facilities could be added to the older schools in the form of a self-contained structure or perhaps temporarily by a mobile unit. In other instances, such an arrangement would be uneconomic and it would be wiser to wait until these facilities could be included in a replacement building.

The Committee is aware of the necessity of replacing the oldest schools and the desirability of modernizing the middle-aged buildings but time and available funds must determine the priorities in this area. The Committee finds no plans currently in existence to accomplish this.

The Committee recognizes the feelings which certain parts of the Denver community have because of failure to include swimming pools in recently constructed or renovated buildings. However, the Committee feels that as a matter of priorities, construction of additional swimming pools in existing buildings should be deferred until such time as all schools have libraries, lunchrooms, gymnasiums and auditoriums and until there is a reasonable balance between available classrooms and the school population.

RECOMMENDATIONS AS TO BUILDINGS AND BUILDING CONSTRUCTION

1. The present policy of providing classroom facilities where they are needed because of increased population should be continued.
2. Libraries or adequate library facilities should be provided in every school.
3. Cafeteria facilities should be provided in every school so that a hot lunch is available to every child. If a school is too small to support a cafeteria, other methods should be investigated to provide a hot lunch program.
4. Every school should have a gymnasium or adequate physical education facilities. The addition of multi-purpose rooms to existing structures could possibly meet this need.
5. An auditorium should be included in the design of all future school buildings and efforts made to provide such a facility in existing buildings.
6. Swimming pools should not be considered a necessary facility in proposed school buildings or in additions until all existing schools are provided with the basic facilities outlined above.
7. The overall maintenance program should be reviewed, with emphasis on improved maintenance for the recently constructed schools.
8. The Committee approves the use of mobile classrooms temporarily to relieve overcrowding; however, care

should be taken that these facilities do not become permanent. The evaluation of the existing units should be continued. Performance characteristics, such as portability, heating and ventilation, illumination, efficient use of space, and economics of operation, should be considered.

9. Future schools should be designed for maximum use of space and operating efficiency. Abraham Lincoln High School may be considered as an example of a school with these characteristics. The policy of building for 80% of estimated peak load and methods of its application should be examined before being applied to future construction. Schools of more basic design could be achieved by review of past construction, and the use of building consultants in addition to suggestions of teachers and services of the architect.
10. In addition to the installation of basic facilities now lacking in certain older schools, a positive program of upgrading and rehabilitation should be instituted for all older schools which, on the basis of a comprehensive study and evaluation, are found below generally accepted standards.
11. A time-table, subject to regular review, for replacement of older buildings should be established.
12. External maintenance and landscaping of certain school properties should be improved in order to contribute to

the attractiveness of the neighborhood.

EQUIPMENT AND SUPPLIES

All schools visited seemed to have adequate materials, books and equipment. The Committee found foreign language laboratories, modern science and home economics laboratories, and various audio-visual aids.

The extensive equipment in the language laboratories of the secondary schools is apparently not being used to the fullest extent. The equipment includes tape recorders, phonograph records and individual booths for student practice. This lack of use seems to indicate that the language teachers in some schools lack training in this teaching method. Also, in some schools, the class scheduling does not provide sufficient time for the teacher to make anything but a minimum use of this facility.

Supplies and textbooks seemed adequate and readily available. The basic allocation of money for educational supplies is done on a per pupil basis and is thus completely equitable.* Special allocations are made for special needs. Some surplus equipment was noted in a few schools while other schools had a shortage of the same equipment. This would indicate poor communication between school administration and the school principals.

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*Appendix page 27, Allowances Per Pupil in 1964 Budget for Instructional Supplies and Books

RECOMMENDATIONS AS TO EQUIPMENT AND SUPPLIES

1. Channels of communication used to request supplies and equipment should be improved.
2. A central file or clearing house should be established to publicize throughout the District the existence of surplus equipment so that it may be available to other schools where needed.
3. Efforts should be continued to utilize more fully the equipment of the existing language laboratories.

LIBRARIES

Libraries and library services are equitable except in a few elementary schools.* All junior high schools and all senior high schools have good facilities and professional librarians. Some elementary schools are penalized by lack of facilities or complete facilities. The Committee questions the policy of not circulating library books in the elementary schools outside of school hours. The Committee questions also the utilization of existing libraries as classrooms. Twenty elementary schools have no libraries at all; in 17 schools the libraries are used less than half the time for library purposes; in 52 schools libraries are used more than half the time for library purposes.

RECOMMENDATION AS TO LIBRARIES

The use of existing elementary libraries as classrooms should be thoroughly investigated and eliminated as soon as possible.

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*Appendix pages 13-18, Study of Buildings and Facilities

FINANCING

The Committee realizes that in this (as in other parts of its report) its recommendations raise problems of scheduling to remain within the limits of available financing. For this reason it urges the immediate adoption of a long range plan to carry out its recommendations as to physical plant and equipment so that these may be accomplished in accordance with the priorities established, as rapidly as funds permit.

The Committee endorses the pay-as-you-go principle and urges the continuation of the two mill property tax levy for this purpose. It is not within the province of this Committee to recommend a bond issue, for whether approval would be forthcoming is a matter of judgment dependent upon factors of timing, amount, interest rates, location of projects, etc. Suffice it to say, however, that the Committee does recommend consideration of a bond issue to accomplish some of the more pressing needs at a date earlier than would be otherwise possible.

JOINT USE OF FACILITIES

The Committee is aware of strong feelings in some parts of Denver to the effect that there is unequal treatment because of the absence of facilities in certain schools which are included in schools in other areas. The existence of such feeling as to swimming pools has already been noted and it exists as well among parents whose children attend schools without such things as libraries, auditoriums and other necessary facilities. To the extent possible, within the limits of class scheduling and available school transportation, the Committee believes that facilities which are available in some parts of Denver but are not available in others should be used by all students.

RECOMMENDATION AS TO JOINT USE OF FACILITIES

> The concept that the facilities of the District are available to all children, regardless of their place of residence, should be implemented within scheduling and transportation limits so as to make available to all students all the facilities of the District, at least until such facilities not now provided in certain schools or areas are provided there.

CURRICULUM, GUIDANCE AND INSTRUCTION

In this section of the report the Committee deals with curriculum, guidance, and instruction as these relate to equality of educational opportunity in the Denver Public Schools.

METHOD OF PROCEDURE

A series of conferences to learn the present policies and practices was held with administrative personnel responsible for curriculum, instruction and guidance in the Denver school system. The Committee reviewed materials relevant to this area of inquiry. Special conferences with consultants gave additional perspective.

In order to gain first-hand information, the Committee visited a number of elementary and secondary schools, selecting these from sections of the city considered to be representative of the various socio-economic levels, as well as the racially concentrated areas of School District No. 1. At each school, conferences were held with the principal and other members of the staff to discuss in detail curriculum and guidance programs and any special problems of the school. Much time was also spent in class observation and examination of educational equipment, textbooks, other books and teaching materials.

CURRICULUM

Curriculum in its narrowest sense is often thought of as the courses of study offered in a school, but in a broader and more realistic sense, "curriculum includes all the experiences which the school provides, or allows to exist in the school environment under its control, through which pupils learn new ways of thinking, feeling and behaving."[1] In other words, curriculum includes everything which contributes to the learning processes of the child. Viewed in this perspective, it becomes immediately apparent that the home and the community share heavily with the schools responsibility for the learning experience of each child.

After careful consideration, the Committee agreed upon the following basic principle:

> Equality of educational opportunity is not afforded by providing every child with substantially the same curriculum, guidance, and in-school motivation. Equality of educational opportunity consists of providing those conditions which enable each child to develop to his full potential. Individual differences, including those due to racial and ethnic factors, require modification of these conditions to meet the needs and abilities of each pupil. The school has the responsibility to know and give due consideration to the background from which the child comes and to provide him with learning experiences which will be meaningful and challenging to him. This will require expanded opportunities for able pupils and compensatory services for those who enter the school system with handicaps resulting from lack of parental guidance and motivation, adverse home environment, inadequate preparation, and/or other factors.

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[1] French and Kearney, Consultants Report to the School Program Subcommittee. Detroit, Michigan. 1962.

Guided by this principle, the Committee was concerned with discovering not whether course offerings are identical at all grade levels in the Denver schools, but whether the school is enabling each child to develop to his full potential. Certain fundamental skills form the basis of all learning and for this reason course offerings are standard in the elementary schools. However, it must be recognized that children enter the school system from widely diverse backgrounds and with maximum variations of ability and desire to learn and, to fulfill its mission, the school must recognize these differences and compensate for them as far as reasonably practical.

The Committee observed that all schools are using the same K-12 programs in mathematics, English, and social studies. Individual variations in the ability and the desire to learn are recognized and the curriculum makes special provisions including materials and methods for pupils in these categories:

I. Gifted
    A. Accelerated
    B. Able and ambitious

II. Regular

III. Less Able

IV. Special
    A. Mentally handicapped
    B. Orthopedically and heart handicapped
    C. Hearing handicapped
    D. Visually handicapped
        1. Partially blind
        2. Blind

Note that no provision is made in the chart for teaching the emotionally handicapped. There are approximately 175 pupils identified in this category in the Denver Public Schools. The degree of affliction varies from the uncontrollable child to others who are slightly disturbed. The developmental program offers classes for children with approximate IQ's of 50 - 75. This class size is usually limited to 15. In every area of the city there is a waiting list of children who have been approved for these classes but space and qualified teachers are not available. The problem is particularly acute in the lower socio-economic area. For the below-average youngster (IQ 76 - 89) not included in the developmental program, there are some supplementary materials, but greater implementation is indicated. In the regular curriculum, this child with limited ability, much below the class average, may become a discipline problem because of inability to learn at the same rate as his classmates. It is very difficult for a teacher to adjust the curriculum for a class of widely varying achievement.

A comparative analysis chart showing all course offerings at all of the Denver Public Schools was studied to compare one school with another and to see whether inequality existed. The study reveals a major uniformity in course offerings among all schools in the basic subjects. Such uniformity results from graduation requirements based on subjects required in college preparatory courses, commercial courses, etc. These requirements are set forth by the North Central Association, by the State of Colorado, and by the Denver Public Schools. The requirements as to teacher preparation, course offerings, minimum standards for buildings, and even the number of library books per pupil are specified in detail by the accrediting agencies.

A few differences in curriculum in some schools were observed by the Committee. Variations from uniformity of course offerings listed in all school curricula were caused either by lack of demand for courses in some schools (Table A), or extra demand for courses (Table B).

TABLE A

Courses not offered because of lack of demand	Number of Schools
Foreign language	
French	1 (Junior High)
Latin	3 (Junior High)
General Business	5 (Junior High)
American History (College level)	3 (Senior High)
Crafts	1 (Senior High)

TABLE B

Courses offered to meet extra demands	Number of Schools
Printing	2 (Junior High) 1 (Senior High)
Automobile Shop	1 (Senior High)

Other differences in curriculum in some schools appear in names of course offerings. Because the Denver Public Schools provides for individual differences by offering courses at ability level, some variation in content appears at each course level, but basically the course offerings are uniform.

The Committee found the curriculum and instruction to be generally excellent for the Denver high school graduates who are college bound. It is for the others who do graduate, but do not go to college, and the youngster who drops out without finishing high school that the school must be sure to provide curriculum and instruction of the nature needed.

The curriculum provides for continuous evaluation and revisions. Continuous research and pilot studies are conducted at all levels with experimental programs in schools in all areas.

The adult and vocational programs that are provided by the Emily Griffith Opportunity School, with extensions in the senior high schools throughout Denver, are available to all citizens in Denver. The only limitations in the program are created by waiting lists of applicants in such areas as Business Occupations -- Welding, Electronics, Auto Mechanics, and Electricity. Comprehensive courses are offered in the following categories:

1. Business Education
2. Distributive Education (training in better distribution of goods and services)
3. General Education
4. High School
5. Homemaking
6. Trades and Industry

Textbooks and other materials are limited in pictures, illustrations, descriptions, etc. which portray the different minority and ethnic groups in the life of America. Some supplementary social studies books and materials have been provided for instruction in the area of interpersonal and intergroup relationships by local and national agencies that work in these fields.

An examination of readers and social studies books has found evidence that publishers are becoming aware of the problem of fostering and teaching interpersonal and intergroup relationships and are attempting to make some adjustments in books.

New social studies units of instruction in the revised program are being used in pilot projects at both elementary and secondary levels. In the writing of these units more attention has been given to the inclusion of materials on the contributions of various racial and ethnic groups.

The BSCS (Biological Sciences Curriculum Study) courses in biology are being fully implemented in all junior and senior high schools. In the teaching of mathematics all junior and senior high schools are using the SMSG (School Mathematical Study Group) techniques and textbooks.

Driver Education is offered to students in all senior high schools as part of a tenth grade social studies course and students are required to participate in the textbook or classroom portion of the course. The second part of Driver Education (behind the wheel) is available to very few students since this requires many hours of individual instruction driving the automobile. The Committee feels that this second phase of driver education is not the responsibility of the Denver Public Schools and should be assumed by the parents.

Through the investigation of course offerings in the secondary school, an inequality was found in the area of Physical Education. Swimming is being offered as part of the curriculum in grades ten, eleven, and twelve at those senior high schools where there are swimming pools. Students may enroll as a part of their regular program in Swimming 1 and 2, or take Advanced Swimming in the eleventh and twelfth grades. In schools where there are no pools swimming is not offered, therefore creating an inequality in course offerings.

Preschool education is a part of the planned curriculum. This program supplements the home experiences of the preschool child through a supervised play period which promotes his physical, social, emotional, and mental development. Parents of preschool children are involved, under the guidance of trained leaders, in a program which prepares the preschool child for his entrance into the regular program of instruction. This program is designed for all parents. However, it appears that the middle income groups of the city are taking better advantage of it.*

A review and rebirth of learning of what constitutes America and the responsible American is needed in our schools today. Our way of life in America must be sufficiently understood by all its citizens so that a greater declaration and reaffirmation of faith in our American Heritage can be manifested by all. The curriculum must be designed to emphasize the democratic way of life.

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*Appendix page 28, Number and Location of Preschool Groups

Schools must enable students to realize that there are, and always have been, in the development of our country some essential personal qualities such as initiative, sacrifice, industry, integrity, and respect for others, necessary for achievement and advancement in schools, in jobs, and in society.

The overall atmosphere and environment in schools, together with our instructional and counseling programs, must transmit and reinforce in the mind of every child pride in his self-image as an American.

RECOMMENDATIONS CONCERNING THE CURRICULUM
(except reading and related language arts)

1. Similarities of all Americans and an understanding of their differences must receive emphasis in the curriculum and instructional programs.
2. All teachers and administrators, by good conscientious planning and by precept and example, should put into practice in their respective schools curriculum, counseling and instructional programs which will enhance the child's sense of belonging in school.
3. A division in Special Education should be created for the education of the emotionally handicapped and there should be closer cooperation with other agencies working in this field.

4. An intensive analysis of factors which contribute to dropouts should be continued and implemented in curriculum revision so that schools may increase their holding power for the potential dropout presently enrolled and for the returning dropout.
5. Enrichment programs should be further extended to supplement life experiences of pupils in disadvantaged areas. Examples: excursions to educational resource places, speakers, exhibits, and use of informed citizenry.
6. The Denver Public Schools should continue to seek and secure better materials and techniques for teaching of pupils of lower ability.
7. Textbooks and other materials should be found that present a realistic picture of American life, with attention to the contributions of many different racial and ethnic groups to our culture. The Denver Public Schools should exert influence on the publishers to correct this deficiency.
8. The work-study opportunities should be increased in the Denver Public Schools, enlisting the cooperation of employing businesses, industries, labor unions, and other agencies to give opportunities to all youth.
9. The curriculum, instruction, and liaison committees, through contacts with members of industry, business and labor, should keep the content of vocational

courses in line with changing job-needs.

10. Immediate study should be made of the need for a vocational and/or technical high school in addition to Emily Griffith Opportunity School. In the meantime, vocational programs in the senior high schools should be up-dated and expanded beyond the present project approach.
11. More parents should be encouraged by new approaches to use facilities in elementary schools, particularly in disadvantaged areas, for classes in preschool education.
12. All elective courses on the secondary level should be offered in all schools and consideration should be given to the use of traveling teachers or other media to implement course offerings in schools where limited numbers of pupils may not warrant a full time teacher.
13. "Behind the wheel" driver education should be considered a responsibility of the parents, and funds now being used for this purpose be used to implement more critically needed courses.
14. Since swimming is a part of the curriculum in some high schools, swimming classes for credit should be made available to all high school students at the present time through the use of the existing facilities.

READING AND RELATED LANGUAGE ARTS

In the course of its study, the Committee came to the conclusion that reading and the related language arts (spelling, writing, speaking, and listening) must be given highest priority in the academic field. Reading, as the basis of all future learning, is emphasized in this report.

The Committee found that many positive educational reading programs being tried in other cities are already established in the Denver school program.

Denver compares favorable with other cities, judged by the results of standardized tests. This is especially true in the area of reading and the related language arts. However, it is also noticeable that Denver's instructional program has not been equally successful in all areas of the city or with all students. As in other cities,[1] children from disadvantaged homes in Denver show less mastery of the fundamental knowledge that is helpful in all the arts of communication.

The recommendations that are made by the Committee on reading and the related language arts should in no way detract from the outstanding work that is being done. They are made with the intention of further strengthening the present instruction and curriculum program. The recommendations are directed not toward any one area or group of schools, but should be considered in the light of all children who could profit by them.

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[1] Riessman, Frank. The Culturally Deprived Child. Evanston, Ill.: Harper & Row, 1962, p. 115.

Methods for Teaching Reading

It was obvious to the Committee from the visitations that a variety of methods was being used in the teaching of reading, not only from school to school, but also from class to class and from group to group. The Basic Text Method with accompanying teacher's manuals was the most widely used. This was considered very wholesome since it allowed for the individual differences of both the students and the teacher. This practice should be continued.

Many boys and girls having difficulty with reading were also having trouble mastering the related language arts skills such as writing and spelling. Therefore, it appeared that the most successful methods being used were those that allowed time assigned to reading to be used either in reading or in oral interpretations of the material read. This will be discussed further under team teaching.

Individualized reading was also a successful method observed, especially in meeting the individual differences of achievement. This method was most successful with children who achieved far above the group.

Multi-level materials and visual equipment were found to some extent in all schools visited. The junior and senior high schools were making extensive use of overhead projectors, controlled readers, and the like.

The method used did not seem as essential as the teacher's enthusiasm about the teaching which certainly was directly related to the students' enthusiasm. Research supports the fact that the teacher who is enthusiastic will greatly assist in the process of developing reading skills.

RECOMMENDATIONS CONCERNING METHODS FOR TEACHING READING

1. The major part of the reading time for children having difficulties should be spent either in reading or oral interpretation, and the written work be held to a minimum.
2. Individualized reading should be used more extensively for children who achieve above grade or group level.
3. Teachers should be given further assistance through inservice and bulletins in arousing motivation for learning.

Team Teaching

Team teaching in the secondary schools varied, from a division of students into at least two groups to inservice training for other teachers. All methods observed offered very concrete assistance to high school students retarded in the area of reading and related language arts.

A pilot remedial reading program in team teaching was introduced at the elementary level. This was an experiment to see if retarded readers from disadvantaged homes could show greater growth under more favorable conditions such as small classes, highly skilled teachers, much individual attention, and an adjusted time allotment. To provide for these, a team of three teachers was selected to work with two classes.

The results of this pilot study have been encouraging. For example, the expected reading level for pupils at the end of the second grade, city-wide, is 2.8 (second grade and eight months). In the schools of the pilot study, prior to this program a second grade reading level of 2.0 (eight months below grade level) was fairly typical. After a year of this specialized assistance results on the same standardized tests showed that 265 second graders in the pilot project had reached a median reading level of 2.8 -- exactly at the city wide grade expectancy!

In a junior high school, after the first year in the pilot program, the median IQ score was raised four points. Improvement in other studies was also noted, such as a gain in arithmetic fundamentals of eight months, four months in English, nine months in spelling. Associated gains were more classroom discussion, increased interest in all studies, better motivation, more self-confidence, improved school attendance, better social attitudes.

RECOMMENDATIONS CONCERNING TEAM TEACHING

1. The pilot studies involving team teaching should be extended.
2. Team teaching should be limited to those pupils who would benefit the most from small groups and closer teacher contact.
3. Team teaching activities should be limited to those studies that could be more successfully taught in small groups and with closer teacher supervision.

4. Close supervision should be given to teachers in team teaching situations to be sure time is well spent.
5. A bulletin should be prepared to assist teachers in the best use of team teaching time.
6. Teachers be given specific training before they enter a team teaching situation.
7. An evaluation should be made of all types of team teaching in the elementary and secondary schools of Denver to determine if some methods of organization are superior to others.

Phonics All schools visited by the Committee showed a conscientious effort being made to teach a planned phonics program from kindergarten through sixth grade by one of two approved methods.

Certainly this particular area of the language arts program is an important section -- especially to the teaching of reading and spelling. The Committee was able to observe the two approaches for the teaching of phonics for only short periods of time, and therefore, would have no evidence that one would be more successful than the other. The teachers observed appeared to be well informed as to the methods being used, and use of the materials was well planned.

The schools have planned teacher inservice meetings which have been and are being held to assist teachers in improving teaching methods in phonics.

RECOMMENDATIONS CONCERNING TEACHING OF PHONICS

1. An evaluation should be made of the phonics methods being taught and their effect on reading and language arts. If there is an indication that one is more successful than the other, the Denver Public Schools should adopt this method.
2. The inservice meetings in phonics for teachers should be continued, both for new teachers to the system and as a review for those who are already employed.

Grouping

The Committee has observed that elementary school children in the Denver Public Schools are grouped in numerous ways. The policy of grouping is left to the individual school in order to meet its needs best.

In some schools, children with the same reading level were grouped; in other schools, children were placed in groups regardless of reading achievement. In still other schools, the program was organized so that all reading classes were held at the same time thus allowing children to be assigned to the class that most nearly met their specific needs. In some junior high schools, students were regrouped for the different academic subjects.

The Committee favored leaving the grouping to individual schools as well as the administrative policy of having at least two reading groups in every elementary class.

RECOMMENDATIONS CONCERNING GROUPING

1. Flexible grouping of children should be continued within the grade as well as within the class.
2. Greater consideration and encouragement should be given in the elementary and junior high schools for regrouping in the various academic areas.

Speech

Denver children on the whole compared well with children throughout the country on standardized language tests, but these results are mainly based on written communication. Research again points to the fact that, if students come from a culturally deprived background, the fluency of speech is handicapped.[1,2]

One of the greatest obstacles for many children entering school from low socio-economic areas is the lack of fluency in conventional oral communication. The curriculum in many classrooms is largely based upon the assumption that children have been exposed to middle class vocabulary and have developed skills in listening and responding. Some children coming from disadvantaged homes are handicapped when they enter school because they are not verbally oriented. There is evidence that there is a high correlation between retarded readers and skills in organized language experiences.[3]

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[1] Riessman, Frank. The Culturally Deprived Child. Evanston, Illinois: Harper & Row, 1962, p. 74.

[2] Education and the Disadvantaged American. Washington, D.C.: Educational Policies Commission. 1962, p. 17.

[3] Passow, A. Harry, editor. Education in Depressed Areas. New York: Bureau of Publications - Teachers, College, Columbia University. 1963, p. 175.

Many writers in this field predict that if children could have greater language development before entering school their chances of learning to read would be greatly enhanced and there would be less tendency for children to become dropouts.

Speech and reading interpretation are directly related to experiences. Therefore, it is necessary to provide more enrichment through experiences in some Denver public schools than in others.[1]

The provisions made by the Department of Special Services through excursions, films, etc., offer all teachers a wide selection for background enrichment.* The continued use of these services is certainly desirable in all schools but especially those located in the disadvantaged neighborhoods.

RECOMMENDATIONS CONCERNING SPEECH

1. The Denver Public Schools should consider a project, on a pilot basis, to develop in preschool children from limited backgrounds, the oral language skills that are most closely correlated with reading.
2. More opportunity to use the media of oral speech should be provided children who are having difficulty expressing themselves in writing until specific writing skills have developed.

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[1] Passow, A. Harry, editor. Education in Depressed Areas. New York: Bureau of Publications - Teachers, College, Columbia University. 1963, p. 171.

***Appendix page 28, Excursions into the Community**

3. Use of the facilities for excursions and films made possible through the Department of Special Services should be continued and expanded especially with disadvantaged children.

Listening

One of the difficulties that was evident in observing reading and the related language arts was the inability of some pupils to listen. Research in this area indicated that children coming from culturally deprived homes have had less opportunity to develop this skill. Since listening is a skill that will assist in educational growth in the total curriculum, it is an area that deserves major attention.[1]

The Committee feels that it is of utmost importance that students be given every opportunity to develop this skill. It is realized that the Language Arts Guide, Kindergarten through Grade Twelve, devotes a section to the area of listening. It may be necessary to assist the teacher in making better use of this section on listening.

RECOMMENDATIONS CONCERNING LISTENING

1. A definite program of listening should be established for children from kindergarten through the sixth grade.
2. Teachers should be given assistance in helping them to develop activities which will extend the listening skills -- if these skills are not achieved during the elementary school life, it may be necessary to extend listening activities into the secondary school.

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[1] Burton, William H. Reading in Child Development. Indianapolis and New York: The Bobbs-Merrill Company, Inc., 1959 ed., p. 436.

Books
Equipment
Materials

The Denver Public Schools have successfully provided up-to-date books, equipment, and materials for the teaching of reading and the related language arts. The practice of allowing schools to select from multiple basic texts provides more suitable materials to meet individual needs.

Schools that have special problems in reading were not only equipped with the regular materials but had sufficient provisions made for their special needs. Many of these additional materials had been provided by temporary budget allotments.

Many schools had available books of high-interest low-vocabulary, multi-level materials, and audio-visual equipment which could be used either in special centers or in the regular classroom with specific children.

From the review of reading and language arts materials it was realized that there are few stories or pictures that are illustrative of minorities. The Denver Public Schools is not entirely to blame for the lack of material because research shows that writings in this area have been very limited.[1] Publishers are becoming more conscious of this lack, and more books are beginning to appear on the market. The Denver Public Schools should exert every effort possible to encourage publishers of reading books to include more accurate information and pictures about all people in their future publications.

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[1] Riessman, Frank. The Culturally Deprived Child. Evanston, Illinois: Harper & Row, 1962. p. 30.

RECOMMENDATIONS CONCERNING BOOKS - EQUIPMENT - MATERIALS

1. The schools should continue to seek and secure reading materials which better portray the lives of minorities as well as other groups.
2. Continue the policy of providing special allocations of funds for books, equipment, and materials in schools where there is evidence of low achievement in the language arts, and especially in disadvantaged neighborhoods.

Time Allotment

The time allotment for elementary schools appears in the appendix of A Handbook for Teachers in the Denver Public Schools. This lists the approximate time to be spent in all curriculum areas.

It appears that, according to test results, the time assigned to reading and related language arts is very satisfactory for most Denver Public Schools students.

For those students who have not sufficiently mastered the skills in reading and the related language arts under the present time allotment, adjustments may be necessary. The earlier the difficulty can be identified and adjustments made, the sooner the child should be able to return to the normal school curriculum. For accelerated readers, a similar provision might prove advantageous by providing more time for areas of independent study.

RECOMMENDATION CONCERNING TIME ALLOTMENT

The principal, with the assistance of the staff, should be encouraged to present to the Division of Instructional Services, for approval, an adjusted time allotment for a class or grade.

Remedial Reading It was noted that nearly all elementary and secondary schools are attempting to provide special assistance for students with reading problems. Each school had in some way worked out its own procedures.

There was no evidence of a lack of books, audio-visual materials, multi-level materials, etc. Certainly the administration has attempted through these resources to assist individual schools in overcoming this problem.

The training of teachers dealing with these special classes varied greatly. Some of the teachers in the full-time remedial reading program had taken courses, not only in reading but in how to deal with the remedial cases and the use of special equipment. In other situations teachers were assigned to a part-time program in remedial teaching. Often these were special teachers or teachers who were released from their regular responsibilities while their class was assigned to special activities such as music and physical education. Some of the teachers used in this manner had little or no training for remedial work.

The Denver Public Schools Summer Reading Centers were organized two years ago as a positive attempt to assist certain elementary children who have not achieved to their fullest in the area of reading.

The summer reading centers which were conducted for a six-week period of time, have two facets. One is designated as the Reading Improvement Program and is designed for children in grades two through six who read below grade level but have the ability to benefit by participating in such a program.

The other phase is called the Guided Reading Program. It is designed for those children in grades three through six who read at grade level, but need further encouragement and supervision to stimulate them toward more extensive reading.

In the summer of 1963, approximately 825 elementary students participated in the Reading Improvement Program. This program was evaluated by a reading inventory which indicated an average improvement of approximately eight months. Approximately 330 were being assisted in the Guided Reading Program. The pupils in both programs came from 84 of the 89 elementary schools.

Research supports the fact that a primary child with a reading problem, unless it is corrected, will have a greater problem as he advances.[1] Also, the evidence shows that the longer a reading problem exists, the more difficult it is to overcome. The results of Detroit research[2] will account for a part of the recommendations made by this Committee.

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1. Education and the Disadvantaged American. Washington, D.C.: Educational Policies Commission, 1962, p. 16.

2. Findings and Recommendations of the Citizens Advisory Committee on Equal Educational Opportunities. Detroit: Department of Publications, Detroit Public Schools, March 1962, p. 22.

RECOMMENDATIONS CONCERNING REMEDIAL READING

1. The summer reading centers should be extended.
2. Consideration should be given to more assistance for children with reading problems in the primary grades in order that this difficulty may be overcome at an early age. This should also greatly assist boys and girls in other academic work.
3. Teachers dealing with remedial reading should be given more inservice if they have not had this training in their professional preparation.
4. Remedial reading classes should be continued and extended into the secondary schools as long as there is a need.
5. All full-time teachers involved in the remedial reading program in the elementary, junior-high, and senior-high schools should not be counted on the pupil-teacher ratio.

Evaluation

According to the triennial and building evaluation results, the language arts program compares favorably with national norms on standardized tests. It is recognized that the available instruments of evaluation for measuring latent potentiality and achievement are not as well suited to disadvantaged children as to others. In order to secure the best results, a pupil must feel that it is important to do his best, that he can do well, and that the mechanics are not foreign to him. In testing disadvantaged pupils this requires special preparation on the part of those administering the test and on the part of the pupil being tested.[1]

The teacher, counselor, or administrator interpreting test results to parents of disadvantaged children must help them to realize that there is some question about the accuracy of the results obtained from the tests presently being used.

With the number of remedial projects under way in the Denver Public Schools, it is of greatest importance that continued evaluation be made of these projects in order to justify the added costs for books, materials, equipment, and teacher time.

RECOMMENDATIONS CONCERNING EVALUATION

1. Continuing objective evaluation should be made of all projects, including team teaching, lowering of class size, special clinics, and special classes to ascertain if students who are participating can be brought up to, or above, grade level on standardized tests.
2. A follow-up should be made of students returning to regular classes to gain evidence of their ability to maintain achievement at grade level or above.
3. If the evaluations show evidence that certain procedures produce better results than others, these procedures should then be adopted by the Denver Public Schools.

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[1] Furst, Edward J. "The Question of Abuses in the Use of Aptitude and Achievement Tests", Theory Into Practice. Ohio State University. Oct. 1963, pp. 202 - 203.

4. The schools should continue to experiment with tests which are more suited to ascertaining the abilities of disadvantaged children.
5. Teachers, counselors, and administrators must share standardized test results with parents in ways which are calculated to bring about the most constructive interpretation.

Organized Libraries During school visitations the Committee paid special attention to the available library facilities as they affected the curriculum in elementary, junior-high, and senior-high schools.

Secondary Schools

The Denver Public Schools have provided adequate books and reference materials in all junior and senior high schools. Ample materials are available and good use is being made of the librarian's time; the school organization allows for individuals, as well as groups, to have these resources available during the school day. The policy of allowing students in the high schools to check out materials is to be commended.

The only secondary school observed by the Committee where there might not be equality of opportunity provided for library use, both in and out of school, is a junior high school on double session. Because of the crowded conditions and the two entirely separate divisions of students, it becomes impracticable to check out books, in quantity, to one group of students for home use since this would limit the school use of these books for the other division of students. Otherwise all secondary libraries appeared to be providing excellent opportunity for the students to extend the curriculum through this service.

Elementary Schools

The information obtained from the visitations to elementary schools was not as encouraging. There are a number of elementary schools without organized libraries; and in the organized libraries, the number of books per pupil varied extensively from 13.1 to 3.2 per student.* Both of these conditions would indicate the lack of providing equality of educational opportunity for curriculum development through library services for the boys and girls in the elementary schools.

Certainly, with the vast increase of knowledge to be acquired today, an organized library should serve a function within the curriculum far greater than ever before. It is important to recognize the necessary tool of library habits and skills for students as they progress in their education. A student is greatly handicapped without these habits. Students who have this knowledge have a resource that greatly complements their own interests and extends their education. Therefore, the Committee feels that students who do not have the opportunity to use an organized library until after they leave the sixth grade have not received equal educational opportunities in the field of library services which directly relate to the total curriculum.

It was also observed that some elementary school libraries are used for the entire day for regular classes, allowing no

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***Appendix page 13, Study of Buildings and Facilities (Organized libraries and library books per pupil)**

time for use of these facilities by children not in the platoon, lower grades, and by children working on individual projects. Organized elementary libraries that are available for use by only a part of the student body are denying other children within the building the opportunity of making use of the same facilities for furthering their educational background.

Obviously teacher training affects the instructional program; therefore, the Committee was interested in the training for teacher-librarians in the elementary schools. Since it may not be necessary for them to have a degree in this area, some consideration should be given to the minimum requirements in order that teacher-librarians may function to their fullest extent for students and staff.

The Committee approves the recently instituted practice in a few schools to extend the library hours beyond the regular school day for students who wish to use it as a study hall.

In no elementary school visited did the Committee find library books being checked out (in quantity) to children for home study. Since we realize the library cannot be depleted for daytime use, it appears to be necessary that great consideration be given to increasing the number of books in order that there will be ample materials for school use and for special home assignments. If the criteria of ten books per child is sufficient to allow for home usage, some of the elementary school libraries would qualify, but many would not.

There was enough evidence given to assure the Committee that the Denver Public Schools and the Denver Public Libraries are working together cooperatively to extend the reading experiences of boys and girls. The summer reading program is a good example of this cooperation and should be continued.

RECOMMENDATIONS CONCERNING ORGANIZED LIBRARIES

1. The fine library program in the junior and senior high schools should be continued.
2. Every possible effort should be made to provide an organized library in every elementary school.
3. A schedule should be provided in elementary schools for at least a few periods a day when the library is available to children of all grades and for children to work on special projects.
4. The teacher-librarian's time, when available to help individual pupils should not be counted on the pupil-teacher ratio.
5. Close cooperation should be continued between the Denver Public Schools and the Denver Public Libraries, especially the summer reading program.
6. The Board of Education should include a program of summer scholarship assistance to teacher-librarians for specific courses on librarianship in order to better prepare teachers in this field.
7. Special appropriations should be provided to schools who fall below the minimum of 4.2 books per child.

8. A project should be initiated to increase the ratio of books in the elementary organized libraries so that they may be checked out to children for home usage. The first consideration for such a project should be given to the areas in the culturally deprived neighborhoods.
9. In all organized libraries classroom teachers should be allowed to check out books for children's use in the classroom.
10. The administration should continue the extension of before school, after school, and evening hour use of the libraries for study hall, with the provision that close evaluation be made from objective evidence that there has been improvement in academic work by those who use these available resources.

GUIDANCE

The guidance and counseling program is a major part of the educational program at all levels in the Denver Public Schools. The program is carried out through an administrative group in each school and uses the tools of individual program-planning; parent-teacher conferences; testing materials including such specialized tests as the GATB (General Aptitude Test Battery) evaluation; vocations course (tenth grade); and special guidance materials.

In the elementary schools, guidance is done principally by the teachers under the supervision of the principal. Each elementary school principal appoints one of the teachers as chairman of guidance, counseling, and evaluation. In the junior high schools, counseling is done through assigned guidance teachers. In each junior high school, the state cooperates through the employment service in providing counseling based on the GATB tests. In each high school, there is a full-time college counselor, a full-time vocational or careers counselor, a guidance chairman, and a number of teacher-counselors.

The guidance program is based on the educational philosophy of the Denver Public Schools. This philosophy calls for a mastery of the skills that lead to a high school diploma or to its equivalent in terms of the highest achievement of which the pupil is capable. Thus, the guidance program is designed for all pupils, not merely for the college-bound.

There are three facets of the guidance program as set up in the schools:

Educational Guidance helps pupils and parents plan the child's educational program. It has two major concerns: the educational interests and potentialities of the child and the educational opportunities available to him. The achievement in relation to expectancy of each group of pupils is checked periodically and plans revised as necessary according to changes in test results and the age level. Beyond the elementary level, this guidance in a large part involves the planning of course selections looking toward diploma requirements.

Vocational Guidance is the planning toward futures in the world of work -- with advanced academic or technological training after high school. The importance of a sound basic education is emphasized in this area.

Personal-social Guidance has to do with the child's development toward personal and social maturity based on the child's own group experiences and influenced within the schools by the example of the school personnel.

Many studies throughout the country indicate that the counselor's work in the school's guidance program should be developed and carried out on the following premises:

1. A total acceptance of the dignity and worth of each individual child as a human being.
2. The recognition of individual differences among children.
3. The right of each individual to exercise freedom of choice.
4. The importance to each individual of developing his ability to the maximum.

Within the framework of these premises, the counselor's work should be done through a counseling process treating individuals as individuals rather than as members of a special group. However, the unique characteristics (racial, ethnic, or socio-economic), principles, and concerns of the individual emanating from a group background must be taken into account with special attention to minority group problems. These four principles form the basis of the Committee's investigations.

The Committee finds the guidance plan, as outlined for both elementary and secondary schools, to be generally inclusive. However, in the implementation of the plan and in the selection of counselors, the Committee's observations are:

- The GATB test evaluation and interpretation to parents and children should not be conclusive in career planning.
- A positive attitude on the part of administrative personnel in each school bears heavily on the effectiveness of the guidance program.
- Where there is high parental interest, the program appears to be effective.
- The guidance program, with some exceptions, for the college-bound youngster is quite effective, but there is concern for the effectiveness of guidance for the non-college bound.
- In all elementary schools, guidance is integrated into the total program through regular testing programs, parent conferences, and group guidance.
- In secondary schools, the keeping of records is a time-consuming task for the counselor.
- In schools having a large percentage of minority youth, both in high and low socio-economic areas, the need for more understanding and real concern for these youth and their futures seems more apparent than in other schools. In some schools visited there are indications that little attention is paid to these needs. In many cases

counselors need deeper understanding of the aspirations of minority youth.

- The value of vocational education and need for more opportunities in this area are realized in all instances; the provision for vocational education however, is limited. Guidance of a student from high school into employment is just as important as the guidance of another student from high school into college.
- The increased opportunities for employment in fields requiring technical skills is not sufficiently taken into account in the guidance program.
- There seems to be a genuine effort to limit the assignment of students to counselors (averaging 300 for full-time counselors at the senior high school level and seventy for teacher-counselors at the junior and senior high school level.)
- The planning of course-programs seems to be the primary job in counseling.
- There is a feeling among minority youth that some counselors lack empathy and believe that, since the minority youth may not, in all probability, be going to college, minimum guidance in planning for the future is given.
- Real effort is obvious in the area of certification of counselors to comply with the law; however, there seem to be no special personal qualifications or training

necessary for counselors who work with large groups of minority youth and with youth from low socio-economic areas.

- There is a real question as to whether scholarship information is fully explained and understood, especially in schools having a large number of minority youth.
- One of the serious deficiencies in the guidance program is lack of cooperation of parents. This is most serious in the low socio-economic areas.
- The planning for work-study programs is not well developed. The distributive education program and special supplementary courses at Opportunity School make this kind of program available to only a small group in all senior high schools.
- The Committee questions whether job opportunities through the school placement services are made available without regard to the stereotypes of the kinds of jobs usually limited to minorities.
- Real effort is made in the high schools to assure continuity of counselors with students.

RECOMMENDATIONS CONCERNING GUIDANCE AND COUNSELING

1. The elementary school guidance program should be continued as an integral part of the instructional program; however, consideration should be given to some released time not to be counted on pupil-teacher ratio.

2. Counselors should do everything possible to assist and encourage students to understand the value of a sound basic education.
3. In low socio-economic areas, beginning at the junior high school level, the counseling load and time should be adjusted to allow for more individual conferences and follow-up. This adjustment might be accomplished by some further use of clerical help to give counselors more time.
4. In addition to meeting the certification standards, counselors should receive pre-session orientation and continuing inservice training through workshops designed to help them develop greater understanding of the needs and aspirations of pupils of various racial, economic, and social backgrounds.
5. The counseling program should be evaluated regularly in all areas with particular attention to low socio-economic areas to be sure that it is adjusted to serve the needs of the pupils.
6. All counselors -- especially those in schools in the low socio-economic areas -- should be carefully selected with special emphasis on understanding and positive attitudes toward people of all backgrounds.
7. The school placement service should be utilized with real effort to see that minority youth receive equal job opportunities.

8. Guidance personnel, along with the school administration, should devise with imagination, dedication, and concentrated effort a plan for wider inclusion and participation of parents in the guidance program at all levels. Evaluation and continued planning must be done so that this will be effective.
9. The scope and number of vocational courses for the non-college-bound youth should be enlarged and integrated into the curriculum at the same prestige level as the curriculum for the college-bound youth.
10. There should be closer cooperation between schools and labor groups in the area of apprenticeship training to extend and make known potential opportunities to more youth, especially minorities. Labor groups must be aware that opportunities in Denver Public Schools must be available to all youth.
11. There should be closer cooperation with community groups (including all levels of governmental agencies) in strengthening the whole area of future-planning and understanding of youth of all backgrounds.
12. The attention of the most skilled counselors should be directed toward helping the potential and returning dropout.
13. The importance of the role of the teacher must be recognized in planning the guidance program at the secondary level.

INSTRUCTION Curriculum and instruction are so closely interrelated that it is almost impossible to consider one without the other. Therefore, many previous recommendations included in this report also apply to instruction. The Committee accepted, as a criterion for evaluating instruction, the following definition from the Dictionary of Education: "Broadly, the act of providing activities, materials, and guidance that facilitate learning in a formal or informal situation."[1]

From visits to schools and classrooms and conferences with administrators, principals, and teachers, the committee feels that the Denver Public Schools allows the professional staff to use initiative in adjusting the curriculum and in introducing learning through creative methods suited to a given situation.

The Denver Public Schools not only provides flexibility in methods, but also provides, through special personnel, assistance to teachers in becoming more creative in the instructional programs. This enables teachers to use more effectively their own specific abilities and skills in more nearly meeting the educational needs of the pupils.

Coordinator service is provided for all probationary teachers in the elementary schools. The coordinators are selected because of their own outstanding achievement in classroom instruction. Mainly, they assist non-tenure teachers in learning to use materials in constructive ways and in developing techniques which will improve learning. This service not only helps to equalize educational opportunities but also enriches the instructional program. Each coordinator in the secondary schools is assigned to a specific building to work with all the teachers in that building. Elementary and secondary teachers also have available to them the services of the resource personnel in the Department of Instructional Services.

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[1] Dictionary of Education, 2nd Edition, New York: McGraw-Hill, 1959.

The Denver Public Schools has been conscious of the need for continued evaluation and revision of the instructional program; through committee organization, the system attempts to keep abreast of the times. This instructional committee organization and its functions are well outlined in the Denver Public Schools' instructional publication, INSTRUCTION NEWS, of October, 1962:

> "In the Denver Public Schools, every individual on the Professional Staff shares the responsibility for the formulation of the instructional policy and in the development of the kind of educational program in which he believes.
>
> "The fundamental responsibilities of instruction committees are to review continually all aspects of the instructional program and the place of each aspect in its relationship to the whole program; to define problems and prepare ways and means of seeking solutions; and to serve as channels of communications about curriculum development and instructional issues among all members of the teaching corps.
>
> "There are:
> 7 area elementary instruction committees
> 1 elementary central instruction committee
> 1 junior high school instruction committee
> 1 senior high school instruction committee
> An executive (coordinating) board of all instruction committees"[1]

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[1] Instruction News. Denver Public Schools, October, 1962.

Certainly this organization would meet the qualifications of an effective instrument to provide for re-evaluation and the addition of new instructional materials.

Educational planning sessions, which are made available to all teachers before the opening of school and mid-year, also help to strengthen instruction by allowing teachers opportunities to participate in building inservice meetings; to become more familiar with guides, books, and equipment; to share educational experiences with each other; to become better oriented to the communities in which they work and to the abilities and backgrounds of the children they will teach; and to plan an instructional program of the greatest benefit to the students.

The strength of these educational planning sessions lies in helping teachers in the application of curriculum and materials to the specific needs of the school. These sessions are strengthened by teacher participation in the planning and by the leadership offered by the principal.

RECOMMENDATIONS CONCERNING INSTRUCTION

1. The practice of allowing all personnel to assist in the improvement of instruction should be continued with constant evaluation.
2. The services of the coordinator should be continued in both elementary and secondary schools.
3. Educational planning sessions for teachers should be continued and extended to emphasize better under-

standing of community and pupil needs. The principal should assume leadership responsibility for this emphasis.

4. The Denver Public Schools should never lose sight of its responsibility to teach through the instructional program the democratic way of life so well described by Gertrude Noar in her book, Teaching and Learning the Democratic Way:

   > "Improvement of Democracy as a way of life for all citizens requires that both the school and the community accept responsibility for intergroup education. However, the school is the place, and for some the only place in which children meet people who differ from themselves in race, religion, ethnic origins, and social class. It is, therefore, the place in which positive attitudes towards human differences can be created."[1]

5. Grouping should be continued as a means of furthering instruction with periodic evaluation bearing in mind the philosophy above.

6. There should be a continuing evaluation of the effectiveness of instructional methods.

The Committee recognizes that, in a dynamic and rapidly changing society, curriculum, guidance, and instruction in the public schools will continue to present new and complicated problems; the Committee urges that the recommendations presented in this report not be considered as all-inclusive or final. Adequate provision should be made for continued study, including regular school visitations by administrators and members of the

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[1] Noar, Gertrude. Teaching and Learning the Democratic Way. Prentice Hall. 1963, p. 119.

Board of Education and for modification of curriculum, guidance, and instruction to meet changing needs and to assure equality of educational opportunity to all pupils in the Denver Public Schools.

PUPILS AND PERSONNEL

In this portion of its report, the Committee deals first with the degree to which the policies and practices of the Denver Public Schools meet the needs and aspirations of its students and then with the policies and practices in selection, training and assignment of teachers and administrative personnel. in each case with particular reference to special problems raised by certain racial, ethnic and socio-economic conditions in Denver.

PUPILS

The needs and aspirations of the student population of the Denver Public Schools require the furnishing of such educational experiences as will develop the child's self-realization, human relationships, economic efficiency, civic responsibility, and his growth into a rational thinking human being. Educational experiences that will permit the child to achieve his true potential must be determined after consideration has been given to the environmental factors that influence such achievement.

The Committee finds that the Denver school system has set and in general is meeting a high standard of educational attainment, particularly for the child whose motivation to achieve is adequate, and who has a reasonable degree of assistance from his out-of-school environment, or at least whose out-of-school environment does not actively impede his ability to take advantage of the educational opportunity offered. (Even with such children, however, there are inequalities, described in this and other portions of the Committee's report, arising out of lack of facilities, overcrowding and predictable by-products of racial, ethnic and economic differences.)

In Denver there appears to be an increasing number of children who properly can be designated as culturally disadvantaged. It is with this group that the Committee is here primarily concerned, because of its charge to place emphasis upon racial and ethnic factors as they may affect the equality of educational opportunity afforded in the Denver Public Schools. The Committee has interpreted "racial and ethnic factors" as necessarily meaning racial and ethnic factors involving minorities. It is apparent that no logical consideration of factors involving racial and ethnic minorities in Denver can be made without including economic factors (whether resultant or causative) and, in fact, there appears to be some correlation of all three.* Denver, in common with other great cities, does have a segment of its population which is culturally disadvantaged and no amount of wishful thinking will make it go away. Furthermore, its size, relative to the rest of the community, predictably will increase unless constructive steps are taken, both in and out of the schools. This portion of the Committee's report is concerned with the school's responsibility.

There are, of course, exceptions, but it can be assumed that a child from an environment containing several of the following characteristics will probably be a child properly characterized

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*Appendix Map 3. Distribution of Non White Population
Map 4. Distribution of Spanish-surnamed Population
Map 5. Lowest Quartile Family Income and Educational Attainment of Adults

as culturally disadvantaged:

- There is an incidence of unemployment in the family history higher than usual;
- the family income from private and public sources is low;
- there are few books in the home and little adult acceptance of the importance of reading;
- there is no place for quiet study;
- there may be no pressure to accomplish tasks within a given period of time;
- the school and the school teacher may be resented as an interference with the family pattern;
- the parents move frequently, often more than once during the school term;
- there may be dietary deficiencies and health problems;
- mild to serious emotional problems may exist in the parents and in the child;
- the experience of the child is limited to his immediate residential area and there is little or no feeling of belonging to the community as a whole;
- there are inadequate funds for participation in activities both in and out of school;
- conversation in the home is conducted in a language which bears little resemblance to the language of the classroom and textbooks;
- the child's community does not contain many ready examples of success in the form of people with whom the child can

identify, who have achieved in accordance with the standards accepted by society as a whole;

- the child reflects feelings based upon the abrasive effects of segregation and/or, teacher attitudes, which handicap the child in making use of the educational opportunities offered him;
- lack of sufficient exposure to experiences outside the immediate environment. Such experiences are important to the whole learning process, but especially in reading and verbalizing. Experience with other parts of the community, with peoples of other backgrounds, with museums, concerts, libraries, and parks, and with the workings of state and city government contribute materially to the ability to achieve.

Minority racial or ethnic background ideally should have no effect upon the existence of the conditions listed, but the Committee found a degree of correlation between minority racial or ethnic concentrations and the simultaneous occurrence of many of the environmental factors set forth above. The recommendations hereafter as to the culturally disadvantaged child must necessarily take into account racial and ethnic factors.

Ordinary instruction methods may not be effective with children of this group, because they are not based upon the value standards and background familiar to them. The culturally disadvantaged child finds little relationship between such teaching methods and his own life experiences. This may lead to a lack of acceptance of the validity of the whole process with consequent disciplinary and emotional problems resulting in an inability to achieve.

The development of a closer personal relationship between the teacher and this child appears to be the basic hope for greater learning achievement. To the extent that this relationship can be encouraged by reduction in class size, the use of teacher aides, reduction of or elimination of administrative duties, and teaching devices, these procedures should be employed.

The Committee found that generally the Board of Education and the the administration, principals and teachers throughout the system share in a concern for the culturally disadvantaged child, but that this concern has not been generally translated into effective action at the pupil level. While outstanding work is being done in pilot programs and by the individual approach of some teachers and principals, much more needs to be done.

RECOMMENDATIONS AS TO PUPILS

1. The Board of Education should adopt a written policy statement of its commitment to the ideal of educational opportunity for every pupil, which recognizes that the achievement of educational equality of opportunity may require a disproportionate expenditure of time, effort and money in the education of the culturally disadvantaged child.

2. The administration should adopt a realistic set of standards to determine the existence of schools, and of individuals and classes within schools, where teaching results, coupled with the existence of many of the conditions described in this section of the report, indicate that supplemental teaching efforts and procedures should be adopted.
3. In such schools and/or classes there should be a positive program to improve the individual teacher-pupil relationship by substantial reduction in class size and reduction of administrative duties, when it is apparent that educational achievement can be improved by such reduction.
4. Team teaching of reading in the elementary grades and junior high school, now successfully employed in pilot projects, has shown encouraging results and should be extended at all levels with special emphasis on the first three grades.
5. The administration should formulate and execute a comprehensive plan of cultural enrichment for pupils whose background indicates that they would benefit by this experience. The Committee recommends the use of teacher aides (described hereafter) in this program. Field trips should continue to be organized within the school day schedule.

PERSONNEL

Recruitment of Teachers

In 1963, which apparently was not an unusual year, 43 college campuses were visited by the recruiting team of the Denver Board of Education. The campuses were almost entirely in Colorado and in the middle west. In addition, applications were received and processed from all parts of the United States. Out of 3079 applications received, 631 new teachers were employed. Over 92% of the new teachers employed had only a Bachelor of Arts degree or its equivalent.* Among the new teachers, women outnumbered men by over 4 to 1 (but the administration has recently announced its intention to attempt to hire more male teachers).

The Committee disapproves of the use of any quota system. At the same time, it feels that there is a need for more teachers with minority racial and ethnic background in the Denver system. It is concerned over the failure to expose children of all races to the experience of learning under the direction of teachers of other races. Particularly has this seemed important to the Committee in the large areas of Denver where the probability of any significant exposure of pupils to minority races is remote. In a true sense, such pupils are missing a necessary educational experience. To accomplish such exposure, additional competent teachers with minority background are needed now.

RECOMMENDATIONS AS TO TEACHER RECRUITMENT

1. The Board of Education should adopt a specific written policy on the policies and procedures to be followed in the employment of teachers.

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*Appendix page 30, Educational Preparation of New Teachers

2. A minority background should be considered as an asset in the recruitment of teachers until the Denver school system has a larger number of well qualified teachers of Negro, Spanish-American and Asian background. Standards of training, personality and ability should never be lowered or raised because of minority background.
3. Accredited colleges and universities throughout the country, not merely those close to Colorado, should be objects of a more aggressive recruitment effort.
4. The administration group in charge of recruiting teachers should include representatives of minority groups in Denver.

Teacher Training With very few exceptions, teachers employed by the Denver school system have had no pre-employment training in human relations and in teaching children of varied backgrounds. Efforts by the administration to encourage colleges and universities to emphasize the teaching of human relations have been limited. The Committee does note that prospective teachers have on occasion, with some success, observed and taken their student teaching in schools in all parts of the city.

Special techniques are involved in teaching students from varied backgrounds with different capabilities. It requires specialized skill to encourage articulate conversation when this is unknown in the student's home. It requires further specialized skill to explain classroom materials in understandable terms and to encourage the student's planning and responsibility in areas new to him. Few teachers know instinctively how to communicate with an individual whose background and interests seem radically different from their own. Many teachers have left the profession because they were not trained to cope with such problems.

The Committee is persuaded that there is a real need for in-college training which will include student observation of, and student teaching in, classes containing culturally disadvantaged children. It has found that students preparing for teaching careers show increasing eagerness for this training and for assignment to such classes. It believes that the place to learn the importance of teaching children as they are, is in colleges and universities; that is, the teaching of all children according to their backgrounds, capabilities and previous training at home. Such training will go far toward meeting the feeling of total loss expressed by so many of the young probationary teachers.

The Committee finds that the Denver teachers who have been most successful in teaching all children are those who understand and respect their students, whatever their backgrounds. Such understanding may come from experience, from training, from study, or from the teacher's own innate characteristics, but probably from a combination of all of these. Such teachers understand the culturally disadvantaged student's special need for a feeling of achievement, his need for praise and encouragement, his need to be liked and respected, and his need to believe that he has the same privileges and responsibilities as any other student.

Since 1951, there has been little emphasis on inservice training of personnel in human relations or on attendance at available summer courses and institutes in this subject. The Committee finds, however, that a significant number of Denver teachers and administrators have shown great interest in the field of human relations, and, (particularly after attending summer workshops) have assumed real leadership in their schools. This has been particularly true in neighborhoods with a heavy concentration of Negro or Spanish surnamed children. However, the Committee believes that a great deal more can and should be done at all levels in the field of the application of human relations to the teaching profession in Denver.

RECOMMENDATIONS AS TO TEACHER TRAINING

1. The Board of Education and the administration should work actively in concert with other school systems throughout the country to impress upon teacher training colleges the importance of preparing teachers to teach all children, including children of different ethnic and racial background and the type of child we have characterized herein as disadvantaged culturally. It should be made clear that such training should be a plus factor in selection in the Denver system.

2. The Board should adopt a written policy recognizing that the Denver school system necessarily deals with pupils of different racial, ethnic, economic and cultural backgrounds. To accomplish equality in the application of the education process, sensitivity to, and the practice of, good human relations at all levels is required.
3. The administration should formulate by the end of the current school year a program of inservice human relations training, making use of applicable and available resources, both in the community and from outside.
4. All teachers and all other school personnel should complete such program without delay, with priority to be given to personnel assigned to schools containing substantial numbers of culturally disadvantaged pupils.
5. The administration should continue to cooperate with universities and colleges in promoting seminars in the field of human relations for teachers and other school personnel. These seminars should include materials drawn from intergroup relations, sociology, anthropology, psychology and other behavioral sciences.

Assignment and Transfer of Teachers

Teachers employed by the Denver Public Schools are on probationary status for the first three years. After three years of successful experience, teachers achieve tenure status. During the probationary period the teacher's services are appraised twice each year, and if during this period a teacher is found to be unsatisfactory, he is "counseled out" and the usual result is that such teachers leave at the end of two years. The administration does not assure any particular assignment and reserves its prerogative to place the new teacher where it deems advisable.

Changes of assignment (transfers) are now governed by Policy 1617A effective April 1, 1963 (Appendix pages 31-34).

The Committee has seen no evidence that the administration has made any effort to appeal to qualified teachers to consider assignment or transfer to schools in areas largely populated by culturally disadvantaged children. It does appear that the percentage of teachers on probationary status in such schools may be higher than the percentage of such teachers in other areas.*

In the earlier part of this section of its report, the Committee has discussed various means to make more effective the educational process in schools largely attended by culturally disadvantaged children. These practices (small class sizes, use of teacher aides, reduction in administrative duties and human relations training) appear to the Committee to be incentives which should be used to implement the challenge to professional teachers to succeed in such assignment, so as to induce qualified teachers to seek assignment to such schools. An affirmative recognition of the value of such service by the Board and the administration would also help.

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*Appendix page 35, Study of Teacher Status - Elementary and Secondary Schools

While precise statistics are not available, the Committee believes that almost all of Denver Negro teachers were initially assigned to schools having a high proportion of Negro students. A few have been transferred to other schools. There is now at least one Negro teacher in each senior high school except for Manual which has eleven. Nine out of thirteen junior high schools have one or more Negro teachers, and Cole has thirty-three. One or two Negro teachers have been placed in each of seven elementary schools other than those which contain large numbers of Negro children.*

Spanish surname teachers are fewer in number than Negro teachers and the housing pattern of people of Spanish-American background is more dispersed. However, it does appear that relatively few Spanish surnamed teachers have been assigned to areas where there are few or no residents with Spanish-American background.

As a result of its interviews the Committee is convinced that race has been relevant in the assignment of teachers. It appears that the administration has been extremely reluctant to place Negro and Spanish-American teachers in predominantly white schools because of concern with a possible lack of acceptance on the part of a white neighborhood and a realistic assessment of the possible lack of support by some principals and faculties.

The Committee also has found evidence that some teachers are assigned and transferred without regard for their training for the particular grade. Because secondary teaching calls for certain definite skills and elementary teaching for others, the teaching process at all levels can suffer from this practice. This would be particularly true in the education of culturally disadvantaged children.

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*Appendix page 36, Estimate of Distribution of Teachers of Minority Background

RECOMMENDATIONS AS TO TEACHER ASSIGNMENT AND TRANSFER

1. The Board of Education should establish and enforce a policy that qualified teachers of minority background will be assigned throughout the system.
2. The constructive policy of the Superintendent's office in establishing written transfer policies should be continued.
3. All transfer policies should be reviewed annually by the Board and by the administration.
4. School principals should communicate with the particular administrative official who actually makes assignment decisions in regard to transfer and assignment of teachers into and out of their schools. Teachers should be encouraged to undertake the same type of conference with such administrator. Principals, however, should not have final authority to accept or reject any teacher assignment or transfer.
5. After a transitional period during which the other recommendations of this Committee are implemented, particularly with respect to training in human relations, no teacher (probationary or permanent) should be

assigned to teach in a school containing substantial numbers of culturally disadvantaged children unless his preparation, experience, and/or personal qualifications demonstrate the probability that he will be successful in teaching culturally disadvantaged children.

6. A systematic program should be established by the administration to encourage teachers to teach in schools attended by culturally disadvantaged children and to emphasize affirmatively the personal rewards and satisfactions gained by teachers who work in such schools.
7. In policy statements adopted by the Board and by the administration, it should be made clear that teacher preference as to assignment is subordinate to other criteria and that each qualified teacher in the system is expected to be able to teach and to be prepared to teach in any school where the administration thinks he can be most effective.
8. Teachers should be assigned or transferred to the elementary or secondary schools with major consideration given to their qualifications for teaching at a certain level.
9. So that this will not be used as an excuse for careless placement or perpetuation of assignments contrary to these recommendations, the residence of a teacher should have nothing to do with his assignment except in unusual cases.

Teacher Aides

It is apparent that the teaching process, particularly where it may involve culturally disadvantaged children, can be substantially reduced in effectiveness by non-teaching burdens placed upon the teacher. A realistic review of the non-teaching responsibilities of teachers in schools and classes largely populated by culturally disadvantaged children should indicate that major reductions in such functions can be made. The Committee suggests that more use be made of teacher aides, either volunteer or paid, or both, who are trained and supervised by professionals and who have a realization of the value of their services and a dedication to the educational process. These people can be used to supervise playgrounds and lunchrooms, carry out field trips, assist in record keeping, and in the maintenance of discipline, and where qualified, assume other non-teaching burdens in the classroom. All this is designed to free teachers for teaching functions.

RECOMMENDATION AS TO TEACHER AIDES

The Denver Public Schools should consider the formation of a corps of non-certificated teacher aides to relieve teachers of supervisory, clerical, and administrative duties and to assist in activities conducted outside the classroom. The use of such personnel is particularly recommended in schools and classes containing culturally disadvantaged children.

Principals It is perhaps unnecessary to say that principals play a dominant part in determining whether or not there is or will be equality of educational opportunity in any school. The Committee believes that an effective principal is one who consciously studies and understands the neighborhood in which his school is located, and this must be particularly true in schools where there are many culturally disadvantaged children.

Those who have had experience in teaching culturally disadvantaged children and in working with children of many backgrounds have the first basic qualification for administering a heterogeneous urban school. Denver has many superior persons as principals who have repeatedly demonstrated effective leadership and understanding of the problems implicit in schools whose population is composed largely of culturally disadvantaged children.

The Committee found that in certain elementary schools with high percentages of culturally disadvantaged children, the demands upon principals for community relations and student disciplinary problems were such as to limit the time available to them to counsel with and advise teachers. In junior and senior high schools, coordinators aid in the teacher counseling function. In elementary school situations, the use of assistant principals appears desirable to handle community relations and disciplinary problems.

At present, Denver's two Negro principals, two Spanish-

American assistant principals, one Negro assistant principal and one Negro teacher-assistant are assigned to schools in minority neighborhoods. (Two Negro coordinators and one Japanese-American assistant principal are not so assigned.) The Committee sees no acceptable reason why administrators with minority background should continue to be assigned to schools where minority students predominate.

Certain schools have suffered because of continuous turnover of principals assigned to them. This does not permit the development of effective programs for or communication with the community in which such schools are situated. At the same time, assignment to one school for excessive periods removes the challenge and stimulus so necessary for effective leadership.

RECOMMENDATIONS AS TO PRINCIPALS

1. Principals should become familiar with the community resources, cultural background, and socio-economic conditions of the community in which their schools are located.
2. In addition to human relations training, principals, as a prerequisite to assignment, should have demonstrated a capacity to respect, to understand and to communicate with children and parents in more than one type of neighborhood.
3. The job responsibility of principals in elementary schools, particularly in schools where substantial numbers of culturally disadvantaged children attend,

should be analyzed and assistant principals with qualifications similar to those recommended for principals should be assigned, in order to permit the principals to give ample supervision and assistance to teachers.

4. It should be Board and administration policy that principals are assigned without regard for racial or ethnic background.
5. Principals should possess the academic training and experience that will enable them to administer the school, to understand the teaching aims of the staff and to give leadership to the educational program.
6. Principals should be retained long enough to develop effective programs.

The Administration

The Committee finds that the Denver system of a strong Superintendent subject to a Board of Education which properly regards itself as the controlling body as to both policy and practice is sound. However, it is apparently administration policy to select staff almost entirely from the ranks of Denver personnel. Some advantages of such a system, in terms of capitalizing on local experience and having a cohesive school system are obvious. The Committee suggests, however, that there are also important disadvantages. Adherence to such a policy necessarily creates incentives for good teachers to leave classrooms and excludes from employment in Denver qualified administrative personnel available from other communities. (The present system appears to have both constructive and destructive effects on morale.)

In view of the diverse composition of the Denver community, personnel assigned to administrative positions require the same or possibly more training in human relations than is given to teachers.

There are no Negroes and very few members of other minority groups among the personnel of the administrative staff in the school headquarters. The Committee is convinced that there are qualified persons of all minority backgrounds for such positions within the Denver system and many more in other communities who would be interested in such assignment. To a degree, acquiring superior teaching personnel with minority backgrounds will depend upon a confidence in the existence of equality of opportunity at all levels and for all races. The Committee is convinced that the scarcity of minority personnel, not only at the headquarters level but also throughout local school offices, necessarily creates an impression that democracy may be preached but is not practiced in the Denver schools.

The Committee has found an apparent lack of communication back from teachers to principals and from principals to the administration.

RECOMMENDATIONS AS TO THE ADMINISTRATION

1. The policy of filling administrative positions substantially from within the Denver system should be re-examined.

2. As rapidly as possible, all administrative personnel should participate in training in human relations. Such training should be an important consideration in all future appointments to administrative positions.
3. Qualified members of minority races should be included throughout the administration and its offices.
4. To encourage understanding and cooperation, communication regarding the total educational process, including an opportunity for critical comment, should be established between the teacher and the principal and among teachers, principals and the administration.

SCHOOL-COMMUNITY RELATIONS

In this area of the Committee's report it has studied community attitudes toward and information about the Denver Public Schools and it has evaluated existing techniques of communication. The Committee has reviewed programs involving school-parent relationships and it has surveyed programs designed to enhance relationships between the schools and the Community. It has particularly reported on school programs relating to vocation and technical needs of students not planning further academic careers.

THE SCHOOL AND THE COMMUNITY

> "...No child can escape his community...The life of the community flows about him, foul or pure; he swims in it, drinks it, goes to sleep in it, and wakes to the new day to find it still about him. He belongs to it: it nourishes him, or starves him, or poisons him; it gives him the substance of his life. And in the long run it takes its toll of him, and all he is.
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> * * * *
>
> "The democratic problem in education is not primarily a problem of training children; it is the problem of MAKING A COMMUNITY within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result: nothing but a community can do so."
>
> --Joseph Kinmont Hart[1]

The quality and vitality of the Denver Public Schools depends on wide interest and broad participation by the public. Developing effective citizens in a free society is a major objective of education. In this endeavor, school and community are inseparably joined. It is obvious that the Denver public school system touches more deeply the lives of more citizens than any other institution.

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[1] Olsen, Edward G. The School and Community Reader: Education in Perspective. MacMillan Co. New York. 1963. p. 349

Because the Committee has found wide variation in community attitudes (including measurable variation in majority and minority communities) and even wider variation in the information Denver's citizens have about equality of educational opportunity in the Denver schools, the Committee strongly believes that this school system has a special responsibility to increase its efforts to involve all the people of Denver in the process of educating the children of Denver.

Especially through its series of public meetings in each of the eight high school areas, and also through its detailed study of many letters received, the Committee finds that there is lack of public understanding and acceptance of the similarity of basic needs and aspirations of all persons. This fact, among others, the Committee finds, contributes to inequality of educational opportunity in Denver.

In its study of the Denver community*, the Committee finds that de facto segregation exists in Denver, especially in regard to Negro citizens. Even though the Denver Public Schools have not created this pattern of residential segregation, the concentration of certain racial and ethnic groups in certain

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*Appendix Map 3. Distribution of Non White Population
Map 4. Distribution of Spanish-surnamed Population

parts of the city does impose on the schools the same community pattern of de facto segregation.

The Committee agrees with the statement of the U.S. Supreme Court in 1954 in Brown v. Board of Education that segregated education is inherently unequal education. The Committee further believes that this community pattern of racial and ethnic concentration which produces racially and ethnically concentrated schools adversely affects equal educational opportunity. It further strongly believes that both school and community have a responsibility to minimize the effects of segregation if the principles of the Declaration of Independence and the Constitution are to be a reality growing out of the daily living experience of all children in the Denver community.

Relationships between the Denver Public Schools and the community vary widely across the city, and often from neighborhood to neighborhood. Where there is real involvement, and two-way communication between the citizens and the schools, the relationship is excellent. But where the school system fails to tell the community of its needs and its operations, and where the community fails to tell the school system of its concerns and its ambitions, that relationship deteriorates. The Committee also finds that in Denver the school system and the community have confidence in what each other is saying in direct ratio to the level of broad contact that exists. Where school personnel are involved in community life, and where persons from the community are involved in planning and in programs carried on by the schools, the relationships are good. Where this involvement does not exist, the relationships are poor.

Although the Committee finds that, in general, the Denver community approves of its public school system,* it also finds that there is an indication of certain issues causing dissatisfaction in the community at large. There also appear to be points of tension in school-community relations which require immediate positive action to prevent Denver from becoming the scene of the type of disturbances that have taken place in other communities in the nation comparable to Denver. Some of these issues which the Committee has found are: location of a new junior high school in the northeast; concern over quality of the teaching staff in some schools; concern over disciplinary problems; a feeling that new construction and modernization programs are not uniform; a belief that there is insufficiency in vocational and technical training.

The most serious reflection of weakness in school-community relations observed by the Committee in the eight high school area meetings it conducted during the course of the study, is the substantial lack of information many citizens have about the Denver Public School system as a whole and the tremendous amount of misinformation many citizens have, especially about schools other than the ones in their own neighborhood.

The Committee finds from visits and interviews at a sampling of Denver Schools that wide variation exists in the effectiveness of relations between individual schools and the neighborhoods they serve. There also exists a measurable feeling on the part of the public that some schools are operated too rigidly to be able to cope effectively with individual problems of parents and students.

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*Appendix page 38, Summary of Opinion Poll on Equality of Educational Opportunity in Denver, Colorado

The Committee also finds that the Denver public school system has made certain useful efforts to improve school-community relations generally. Not the least of these were the establishment of an office of school-community relations and the establishment of this citizens' Special Study Committee on Equality of Educational Opportunity in June of 1962. The use of citizens' committees to study and report on various aspects of the Denver public school system is a particularly valuable means for developing greater community involvement in the affairs of the schools.

Another valuable way to stimulate parent interest and involvement in the schools is the use of long-term study discussion projects, where professional educators and laymen work together to define goals and evaluate methods. "Project School Child" may prove to be a good example.

The Committee finds that the effectiveness of school-community relations in Denver can be gauged by a number of factors:

- The amount of information or misinformation citizens have about their schools.
- Whether citizens think favorably or unfavorably, in general, about their schools.

- The knowledge citizens have about how to contact the various departments of the school system in matters which affect their own day-to-day relationship with the schools.
- The extent to which parents feel at ease and welcome in the schools which their children attend.
- Whether or not parents feel that the school is concerned about their youngsters as individuals.
- The degree to which each school is related to the neighborhood it serves and whether it draws upon the resources of the people of that neighborhood in its programs.
- The degree to which the total community accepts responsibility for the operation and effectiveness of its total school system, rather than as individuals, confining their concern to the neighborhoods in which they live.

Judging by many of these standards, the Committee finds there is a need for both the Board of Education and the administration to develop intensified efforts in the field of school-community relations.

RECOMMENDATIONS AS TO SCHOOL-COMMUNITY RELATIONS

1. The Board of Education should develop and adopt a policy statement based on the belief that school and community are inseparably joined in developing effective leadership for a free society. Such a statement should

recognize that fulfillment of this function depends in part upon the opportunities children have during their school years to become acquainted with children and adults from a variety of racial and ethnic groups. The statement should recognize that a more varied school population could contribute to increased pupil motivation and achievement. The statement should call for increased activity by schools to develop acceptance of and appreciation for minority groups through wholesome interracial experiences which in turn create wider community acceptance and appreciation of minority groups. It should call for continuing evaluation and review of school-community relations.

2. Among the responsibilities of the Office of School-Community Relations, but not limited to these, should be:
    a. Review, evaluation and guidance for individual schools on school-community relations, including consultation on special problems when the need arises.
    b. Assistance in bringing together representatives from schools and other community institutions and agencies to define areas of concern and to plan cooperative efforts to meet existing problems.
    c. Development of various kinds of human relations materials and intergroup programs and workshops in the schools both for students and faculty.

d. Development of background data on the community in which each school operates, for use in the assignment and orientation of the staff of each school.

e. Operation of a bureau to which all citizen complaints which are not handled at the individual school can be referred.

f. Development of regular community meetings in appropriate school areas both to disseminate information about the schools and to involve area citizens in developing policies and programs.

g. Providing principals with information about successful school-community relations techniques developed in other schools.

3. The Office of School-Community Relations should be continued with adequate staff and its direction be continued at a top administrative level for maximum effectiveness in development and implementation of policy and program.

4. Particular effort should be made to improve cooperation between the Denver Public Schools, public or private social work agencies, and other community institutions, to coordinate efforts in multi-problem areas.
This cooperation should be developed at two levels:
(1) Conferences between the Superintendent's office and the directors of public and private community agencies to develop broad general policies of cooperation between the schools and these agencies;

(2) Encouragement of similar conferences at the level of the individual school between appropriate personnel at that school and appropriate agency people serving that particular community to assist in solving problems relating to the educational needs of the children in the area. From its study and conferences, the Committee is convinced that this cooperative effort at the level of the neighborhood school is the heart of any effective program to meet the needs of the children of the community. An example is: Cooperative planning, staffing and operation of community study halls after school hours in neighborhoods where a quiet place to study and individual help and encouragement seem most needed. A beginning has been made in such a program which involves several agencies and interested volunteer citizens from the total community and parents. This effort should be expanded.

5. Policies and programs should be developed to utilize school buildings for a greater variety of community centered, education-related functions during a broader span of hours in each day and months in each year with the objective of making the schools real neighborhood centers. Such activities could be staffed by community groups in many instances.

6. Broad inter-cultural exchange programs should be developed between student and parent groups from different areas of the city with the special objective of giving them an opportunity to see themselves as related to the total community.
7. School area meetings of principals, assistant principals, and coordinators should continue and regularly devote attention to problems of school-community relations with emphasis on ways to increase citizen involvement. Closer communication should be encouraged among principals within each junior and senior high school area.
8. The Office of School-Community Relations should seek the cooperation of Denver County Council of PTA in setting up a pilot project to explore ways in which the local PTA associations in highly transient neighborhoods can serve the needs of the pupils and parents most effectively.

THE SCHOOL AND PARENTS

The Committee finds that some existing activities such as PTA, back-to-school nights, and advisory committees are valuable and useful, but do not reach all parents in all schools alike. Especially when it comes to motivating parents to help their children achieve more in school, these programs frequently fail to reach the very parents and children most in need. Too often PTA programs do not deal effectively with vital issues in education. While some school-parent programs appear to be planned and executed by the few with invitations to the many to come and see, there are some which have proved to be very effective in terms of interesting and involving large numbers of parents.

Personnel in all schools visited by the Committee indicated a desire to make parents feel welcome. However, some are more aware than others of techniques for creating a warm and comfortable atmostphere tailored to the particular neighborhood.

Faculties indicated that direct personal communication is the most successful way to improve parent involvement in motivating pupils to achieve. Despite this feeling, many schools seem to make little effort and show little imagination in establishing this direct communication. In some cases communication is viewed as a one-way process from the school to the parent and few channels exist for the school to receive information, advice and comment from parents.

The amount of orientation teachers receive as to the neighborhood and the pupils with whom they are working varies widely from school to school. The best schools in this regard are those where the principal has been able to spend enough years to develop full understanding of the neighborhood, yet some schools are assigned a new principal every two or three years.

By and large it is the exception rather than the rule for any school to make much use of adults from the neighborhood as resource people to aid in the teaching process.

The Committee also finds that social workers employed by the schools are still too few in number to be able to work effectively with children and parents who have problems related to the child's ability to achieve in school. There has certainly been improvement in recent years, but larger staff and improved opportunity for supervision are still needed if equality of opportunity is to be accomplished.

The Committee recognizes that parents have a responsibility at least equal to that of the school to provide equality of educational opportunity. But it also finds that opportunities for parents to play their proper role in helping motivate their children can be improved.

RECOMMENDATIONS AS TO SCHOOL-PARENT RELATIONS

1. The school staff in each building should be encouraged to take the initiative in developing, with the PTA and other community organizations, programs designed to increase parent involvement in the educational process of their children. Planning family excursions to the zoo, to museums and places of educational value constitutes one example which has been quite successful.
2. School staffs should be encouraged to develop closer relations with parents and should be provided assistance in developing techniques. (Interviews conducted by this Committee offer valuable suggestions.)
3. Teachers should be encouraged to make more home visits with time allowed in order to work more effectively

with parents in motivating pupil learning.

4. Social workers should be encouraged to help the teaching staffs better to understand the community in which the school operates and generally to serve as a part of the team working with students and parents.
5. More social workers should be available to help parents make use of community resources so as to resolve some of their own problems in order to help their children more effectively.
6. A program of adult education related to parents' needs for basic education and retraining for employment should be made available through Opportunity School, particularly in areas where parents' limited years of schooling handicap them and their children.
7. A pilot project in a multi-problem area should be established (assisted by a special coordinator) to develop improved techniques to motivate parents to give more effective help to their children in their school achievement. Examples of such projects can be found in many large-city school systems.

THE SCHOOL AND EMPLOYMENT

Greater cooperation between school and community in the preparation of youngsters to enter the adult work world is becoming increasingly necessary. Already the existence of large numbers of unemployed and underemployed youth (that is, they may be working at jobs less desirable than they would be capable of holding, given sufficient education or training) is a national problem, and all indications are that with increasing automation and mechanization the problem will become worse.

About half of the youngsters who do not drop out of school, do not go on to college.* Too many have not received adequate help in preparing for regular employment. Among the unemployed and underemployed are many young people who have dropped out of school before completing high school. Dropouts and potential dropouts usually have not achieved satisfactorily in school, tend to have social and emotional difficulties, and often reflect low family interest in education. Dropouts in those areas where there is a concentration of Negro, Spanish-American, and American Indian youth are relatively high.

Dropouts from Denver junior and senior high schools during the school year of 1962-63 totalled 2,536 or approximately 7% of the school population. The largest percentages of dropouts were found in Areas 3 and 6.*

Recently, many national and local efforts have been initiated to attack the problem of poor vocational preparation. The Colorado State Department of Education has begun an action-research project on dropouts in which Denver Public Schools will participate. The project is scheduled to continue from 1963 - 1968.

This year Denver received $5,000 from a national allocation of funds to be used in a program for contacting dropouts and

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*Appendix page 37, Summary of Dropouts
Summary of Graduates

persuading them to return to school. For a two-week period in August, 1963, a counselor assigned to each high school (with additional help for Manual and West High Schools) visited the dropout in his home.

The Denver Department of Welfare cooperated in this project by contacting families on relief rolls that included 13 - 17 year olds. Personal contact was made with 1,802 out of 2,848 dropouts. Of the 1,802 contacted, 523 had jobs and wanted to keep them; 198 were married; 271 were obligated to the military services; 108 were enrolled in some institution; and 33 were ill. Of the 669 remaining, 394 actually enrolled in the fall and 220, or 56% were still in school at the close of the first semester. This percentage is well above figures quoted in other cities. A program of education revised to fit individual abilities and interests, and special counseling were provided. This kind of flexible program seems to be of value in holding pupils in school.

A report regarding potential school dropouts and out of school unemployed and underemployed youth was presented by staff members of the Division of Instructional Services of the Denver Public Schools in November of this year.[1] The Committee feels that this report clearly outlines the problems, and offers some good approaches for attacking them. The Committee agrees that competence in reading, writing, arithmetic, and communication are basic vocational skills, and must be part of any effective vocational program.

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[1] Report -- Educational Opportunities for Potential School Dropouts and for Out-of-School Unemployed and Under-Employed Youth. Denver Public Schools, Nov. 20, 1963.

The Junior High School Curriculum Committee recently has presented a perceptive report and recommendations relating to potential dropouts. The Committee is impressed with the realistic approach and hopes that creative efforts will be made in line with the findings of that report. [1]

In a pilot project cooperatively undertaken by Emily Griffith Opportunity School and the Colorado State Employment Service, studies will be made on dropouts who would have been members of the high school graduating class of 1958.

The Committee feels that these projects are commendable, but that a problem of this magnitude demands the enlistment of massive community support. Broad involvement of employers and labor unions in the planning of vocational programs is important if education for employment is to be realistic.

There is no program existing which begins to meet the needs of this large number of youth who are not now employable. Emily Griffith Opportunity School largely serves adult education needs, and is not oriented toward the 14 - 18 year old group.

The Denver Public Schools and Jefferson County School District R-1 have recently entered into cooperative planning for the possible establishment of a metropolitan youth education center for the training and counseling of youth in the skills needed for employment.

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[1] Preliminary Report and Recommendations of the Junior High School Curriculum Study Committee. Denver Public Schools, April 16, 1963.

RECOMMENDATIONS AS TO SCHOOLS AND EMPLOYMENT

1. The Denver Public Schools should continue its compilation of dropout statistics, following the Colorado State Department of Education method and continue the study of reasons for dropouts, identifying the cause in individual cases and seeking to provide more meaningful programs for these young people.
2. The steps taken in planning for a metropolitan youth education center should be followed by appropriate action as soon as possible in order to provide much needed vocational preparation.
3. Since much existing federal and state legislation affects the possibility of establishing work-study programs and also affects public school education in Denver, closer coordination should be developed between the Board of Education and the school administration on the one hand and the state legislature on the other hand to resolve conflicts where possible and to improve opportunities for developing new programs in relation to vocational and technical training.

THE SCHOOLS AND COMMUNICATION

The Committee finds that communication between the Denver Public Schools and the community often breaks down, especially in areas where there are concentrations of minority racial and ethnic groups, and in areas where parents have lower income and lower educational attainment. This breakdown of two-way communication contributes to inequality of educational opportunity wherever it occurs.

If parents and other interested citizens in these areas of Denver are unable to communicate their aims and aspirations for their children to the school system, whatever the reason for the failure of communication, the Denver Public Schools are handicapped in helping meet these needs. It is also true that when the school system cannot communicate effectively its needs, objectives, policies and programs to these citizens, it loses important community support.

The Committee finds from community meetings and from letters to the Committee that in every area of Denver a certain insularity prevails which tends to concentrate information and concern that citizens have about the Denver public school system primarily on the schools in their own area.

It is especially unfortunate that in areas where income and educational attainment of parents are relatively high, information about multi-problem areas is relatively low. It is from these areas that much of the community leadership comes, and unless the Denver Public Schools make special efforts to help people in these areas understand the serious difficulties in multi-problem areas which affect the total community, it is doubtful that significant and needed changes can be made.

RECOMMENDATIONS AS TO COMMUNICATION

1. More regularly scheduled programs on the Educational TV Station KRMA, Channel 6, should be used to acquaint the community with the operation of the school system, its present needs, and its future plans (within the limits of the authority of the Board of Education). Included on these programs should be Board members, school administrators, other school personnel, also leaders of civic groups and other well-informed individual citizens.
2. A series of programs illustrative of the history and cultural heritage of minority groups designed to give them and the majority group a greater appreciation and understanding of their contribution to the community should be presented.
3. Development of broader efforts to meet with citizens face-to-face is needed to explain new programs, boundary changes and budgetary matters. Experimentation should be directed at format for meetings to involve citizens and give accurate information.
4. A study should be made of ways to improve two-way communication between school and community, with special attention to communication involving citizens who do not have children in the public schools.

IMPLEMENTING CHANGES

One area of special sensitivity exists in School-Community relations in every community in the nation today: Implementing changes to eliminate inequalities arising from racial and ethnic factors.

In making major changes in boundaries and other matters relating to racial and ethnic factors affecting the school system, it is imperative that policies be clearly and accurately stated and implemented swiftly and firmly. This is not to preclude time for appropriate discussion in advance of a policy decision by the Board of Education or the administration, but to avoid giving the community as a whole a feeling of vacillation.

In school systems outside Denver -- both in the South and the North -- when the community has known that the Board and administration are acting positively, major tensions and crises have not developed.

CONCLUSION

CONCLUSION

The Committee trusts that the Board of Education, and through the Board, the administrators, teachers and other personnel of the Denver Public Schools, and the people of Denver will accept its recommendations and comments in the constructive spirit in which they are submitted. The Committee is happy to note that since its formation there seems to be a new awareness of some of the problems with which the Report deals and a willingness on the part of school officials to institute remedial actions, some of which are those recommended in the Report. Certainly the subject of its inquiry is not static and should be continuously evaluated.

The Committee's findings and recommendations are not intended to suggest substantial diversion of funds or personnel which would in any way lower existing high standards and performance. Because of this it recognizes that the Board of Education will be faced with problems of financing, scheduling, availability of space, facilities and personnel and other matters which may control the time within which certain of its recommendations, if accepted, can be implemented. However, the Committee feels that there are certain recommendations which involve only appropriate administrative action to place in effect and it therefore suggests the early and careful consideration of its Report and action on those recommendations which can be accepted and implemented without delay.

A SPECIAL STUDY COMMITTEE ON
EQUALITY OF EDUCATIONAL OPPORTUNITY
IN THE DENVER PUBLIC SCHOOLS

APPENDIX

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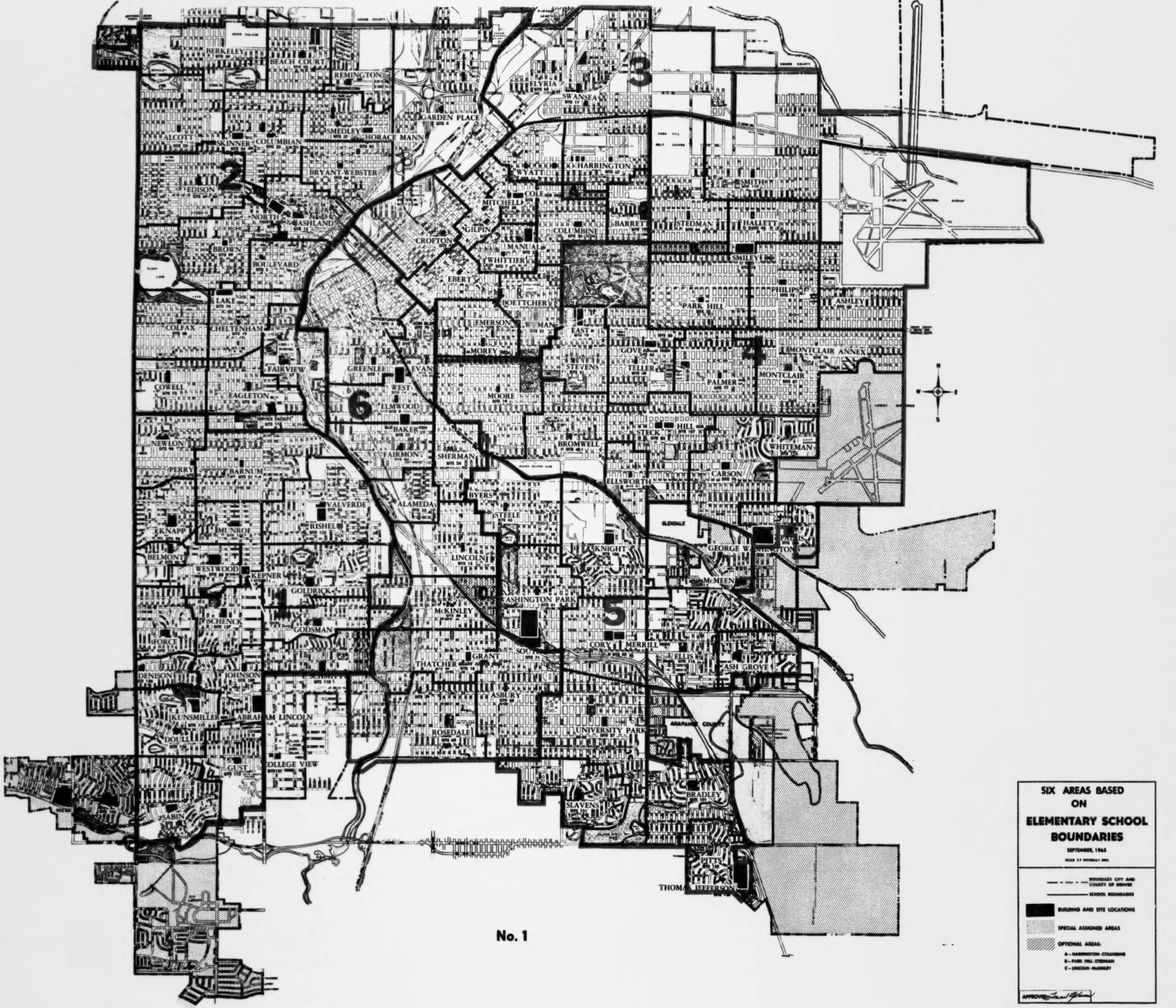
Appendix

CONSULTANTS TO THE COMMITTEE

Dr. Muriel Crosby - Assistant Superintendent in Charge of Elementary Education, Wilmington Public Schools
Dr. Norman Drachler - Assistant Superintendent, Division of School Relations and Special Services, Detroit Public Schools
Dr. Herman Long - Secretary for Race Relations, Fisk University, Nashville, Tennessee
Dr. Walton Manning - Teacher Education Project - Six Colleges, Portland, Oregon
Miss Gertrude Noar - National Director of Education, Anti-Defamation League of B'nai B'rith, New York
Dr. Edward G. Olson - Education Director, National Conference of Christians and Jews, Chicago, Illinois
Miss June Shagaloff - Education Director, National Association for the Advancement of Colored People, New York

John Eastlick - Librarian, City and County of Denver
John Emery - President, Research Services Inc., Denver
Dr. C. V. Galbreath - Regional Representative, Division of University Assistance, Department of Health, Education and Welfare
Sebastian C. Owens - Executive Director, Urban League of Colorado
Mrs. Helen L. Peterson - Director, Commission on Community Relations, City and County of Denver
James F. Reynolds - Director, Colorado Anti-Discrimination Commission
Senator Roy Romer - Former Chairman of Legislative Task Force for Education Beyond the High School, Denver, Colorado
George Roybal - Consultant, Commission on Community Relations, City and County of Denver
Sheldon Steinhauser - Regional Director, Mountain States Anti-Defamation League of B'nai B'rith
Dr. Emil M. Sunley - Director, School of Social Work, University of Denver
Theodore Yoder - Director, Denver Office of National Conference of Christians and Jews

In addition to these, the Committee acknowledges the help of many other persons, both in and out of the Denver school system.


SIX AREAS BASED ON ELEMENTARY SCHOOL BOUNDARIES
SEPTEMBER, 1963
BOUNDARY CITY AND COUNTY OF DENVER
SCHOOL BOUNDARIES
BUILDING AND SITE LOCATIONS
SPECIAL ASSIGNED AREAS
OPTIONAL AREAS:
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B – PARK HILL-STEDMAN
C – LINCOLN-McKINLEY
APPROVED
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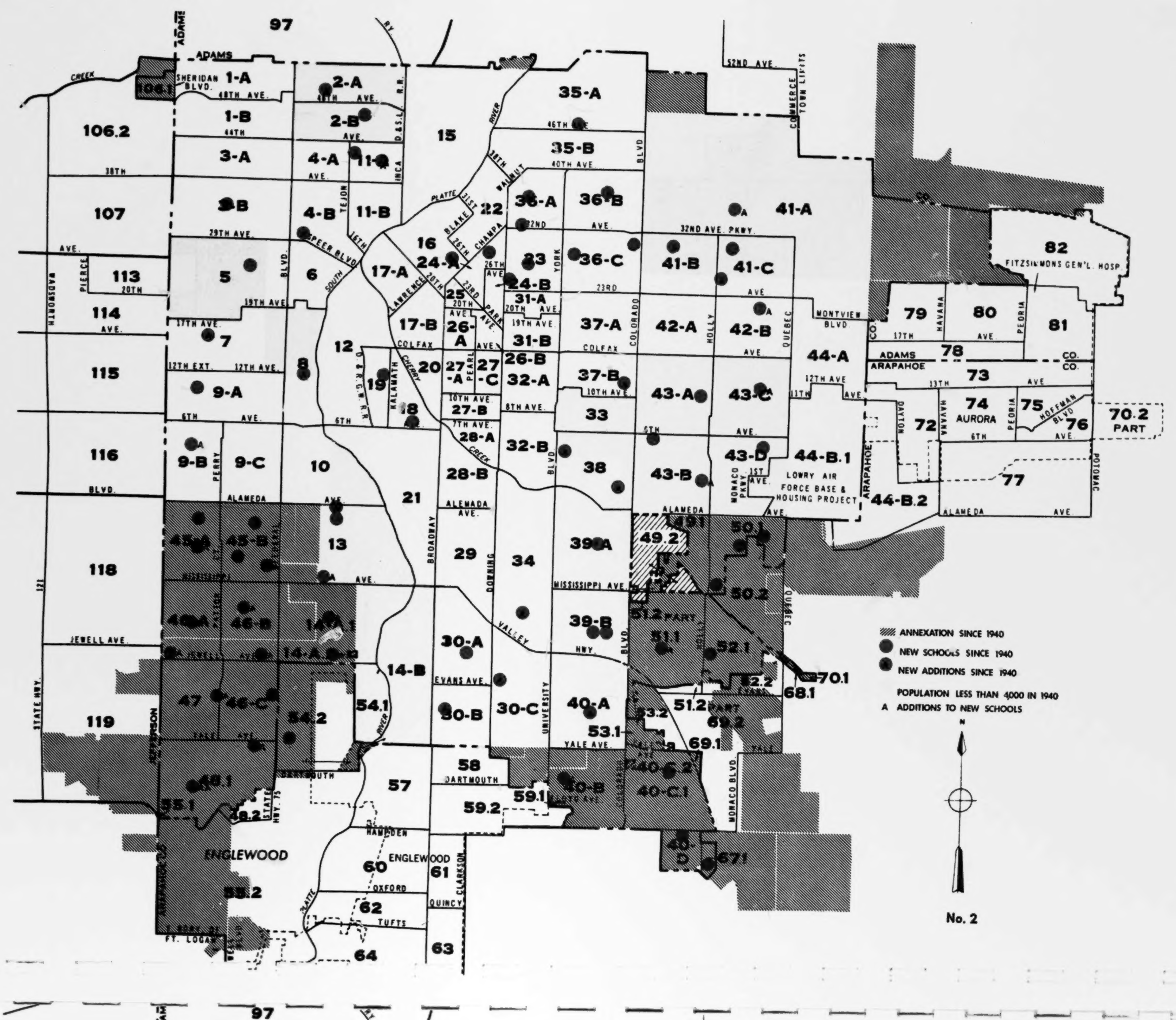
BERKELEY
BEACH COURT
REMINGTON
GARDEN PLACE
FLYRIA
SWANSEA
SMEDLEY
HORACE MANN
ALCOTT
SKINNER
COLUMBIAN
BRYANT-WEBSTER
EDISON
NORTH
ASHLAND
BROWN
BOULEVARD
LAKE
COLFAX
CHELTENHAM
FAIRVIEW
COWELL
EAGLETON
GREENLEE
ELMWOOD
BAKER
NEWLON
FAIRMONT
PERRY
BARNUM
VALVERDE
ALAMEDA
KNAPP
MUNROE
RISHEL
BELMONT
WESTWOOD
KEPNER
GOLDRICK
SCHENCK
FORCE
GODSMAN
DENISON
JOHNSON
KUNSMILLER
ABRAHAM LINCOLN
DOULL
GUST
COLLEGE VIEW
SABIN
HARRINGTON
WYATT
COLE
MITCHELL
GILPIN
CROFTON
MANUAL
WHITTIER
EBERT
COLUMBINE
BARRETT
STEDMAN
SMITH
HALLETT
SMILEY
PHILIPS
PARK HILL
ASHLEY
BOETTCHER
EMERSON
MOREY
EAST
STEVENS
TELLER
MOORE
MONTCLAIR ANNEX
MONTCLAIR
PALMER
SHERMAN
BROMWELL
STECK
HILL
WHITEMAN
CARSON
BYERS
ELLSWORTH
STEELE
GLENDALE
LINCOLN
KNIGHT
GEORGE WASHINGTON
McMEEN
WASHINGTON PARK
McKINLEY
CORY
MERRILL
THATCHER
GRANT
ASBURY
ROSEDALE
UNIVERSITY PARK
ASH GROVE
ARAPAHOE COUNTY
SLAVENS
BRADLEY
THOMAS JEFFERSON

No. 1


ANNEXATION SINCE 1940
NEW SCHOOLS SINCE 1940
NEW ADDITIONS SINCE 1940
POPULATION LESS THAN 4000 IN 1940
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ARAPAHOE
FITZSIMMONS GEN'L. HOSP.
LOWRY AIR FORCE BASE & HOUSING PROJECT
AURORA
ENGLEWOOD
FT. LOGAN
COMMERCE TOWN LIMITS
SHERIDAN BLVD.
WADSWORTH
STATE HWY. 121
JEWELL AVE.
COLFAX
ALAMEDA
BROADWAY
UNIVERSITY
COLORADO BLVD.
MONACO BLVD.
QUEBEC
HAVANA
PEORIA
POTOMAC
PLATTE RIVER
CHERRY CREEK
D & R.G.W. R.R.
SPEER BLVD.
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EVANS AVE.
YALE AVE.
DARTMOUTH
HAMPDEN
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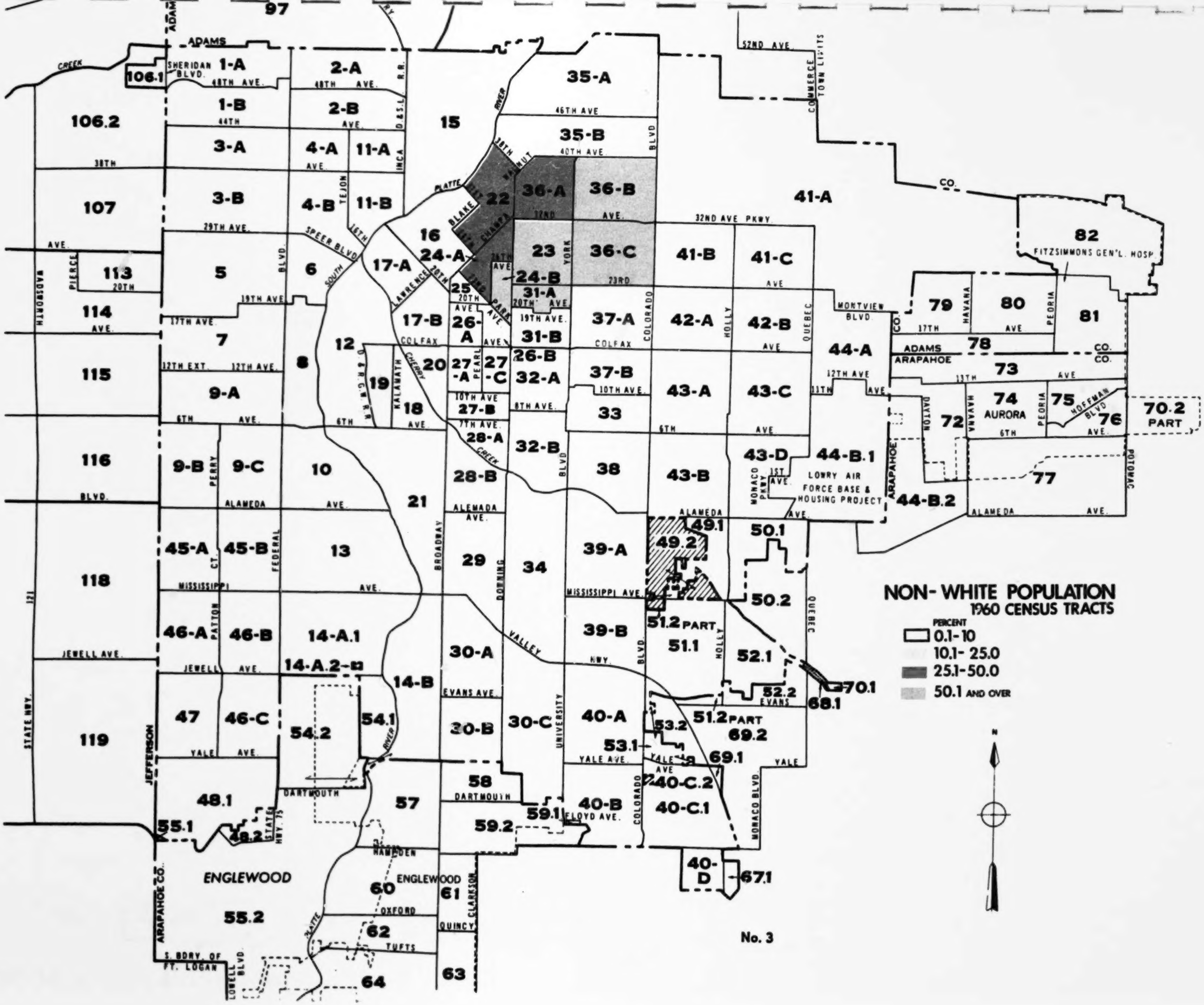
No. 2



NON-WHITE POPULATION
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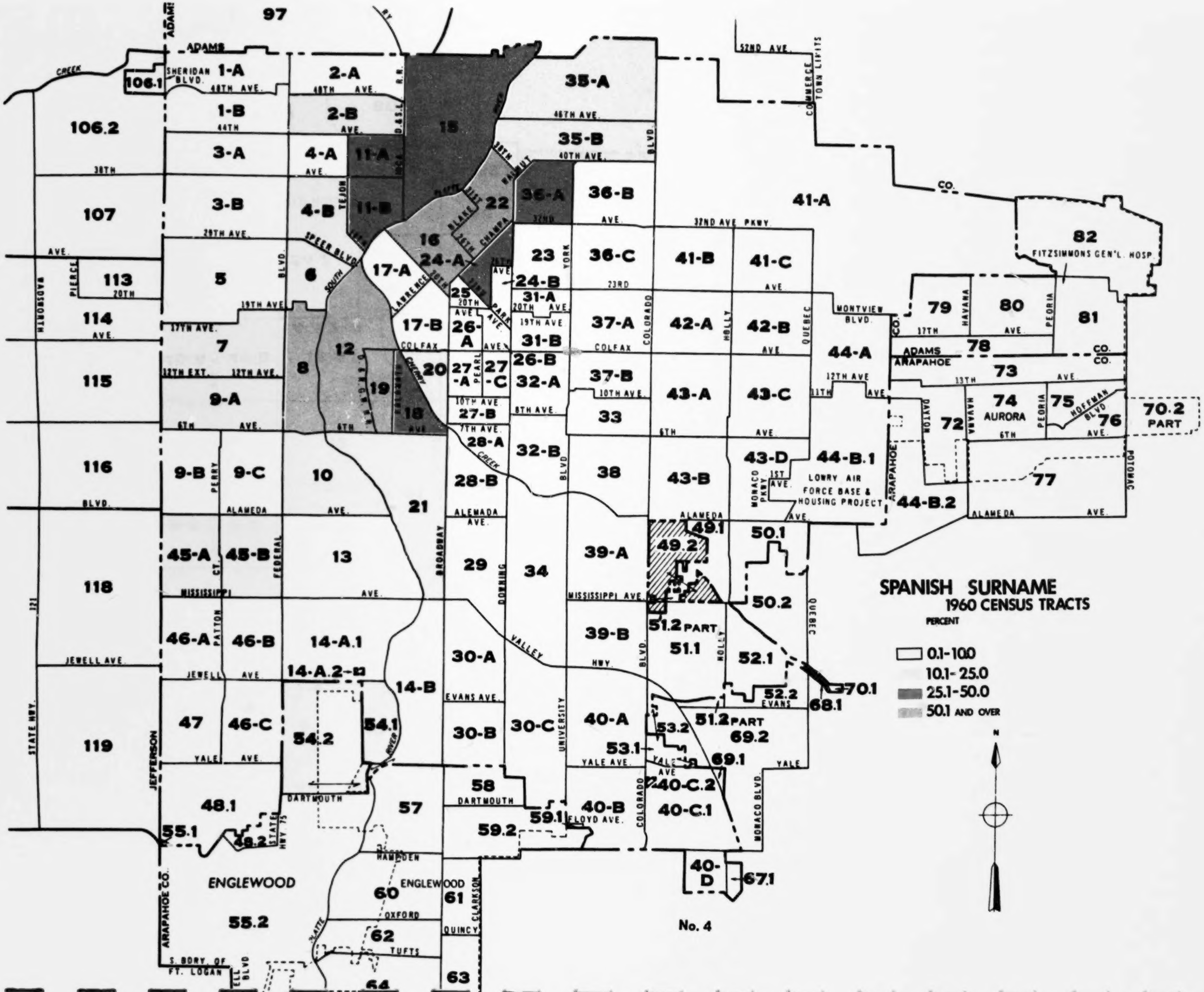
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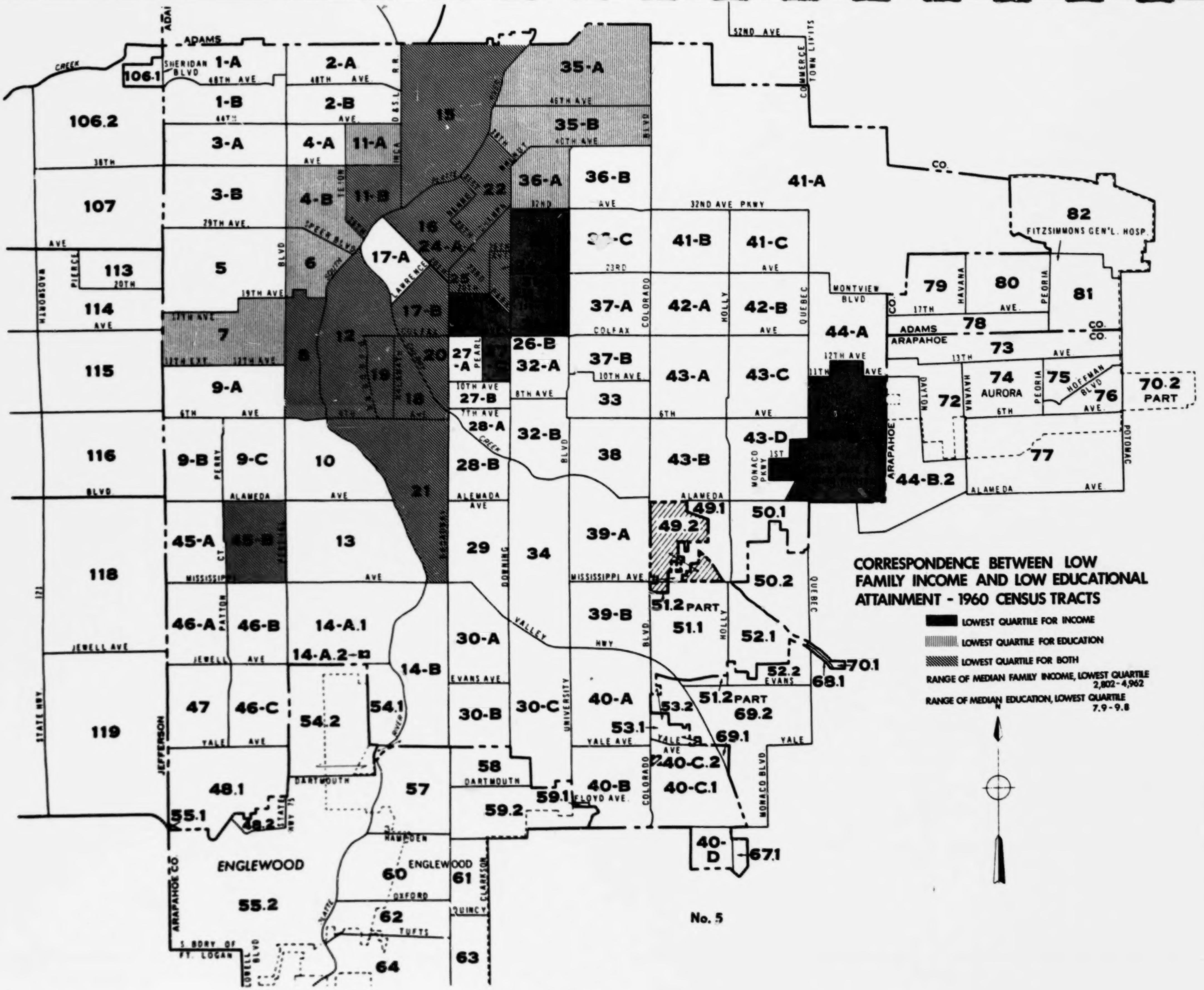

LOWEST QUARTILE FOR INCOME
LOWEST QUARTILE FOR EDUCATION
LOWEST QUARTILE FOR BOTH
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RANGE OF MEDIAN EDUCATION, LOWEST QUARTILE 7.9-9.8
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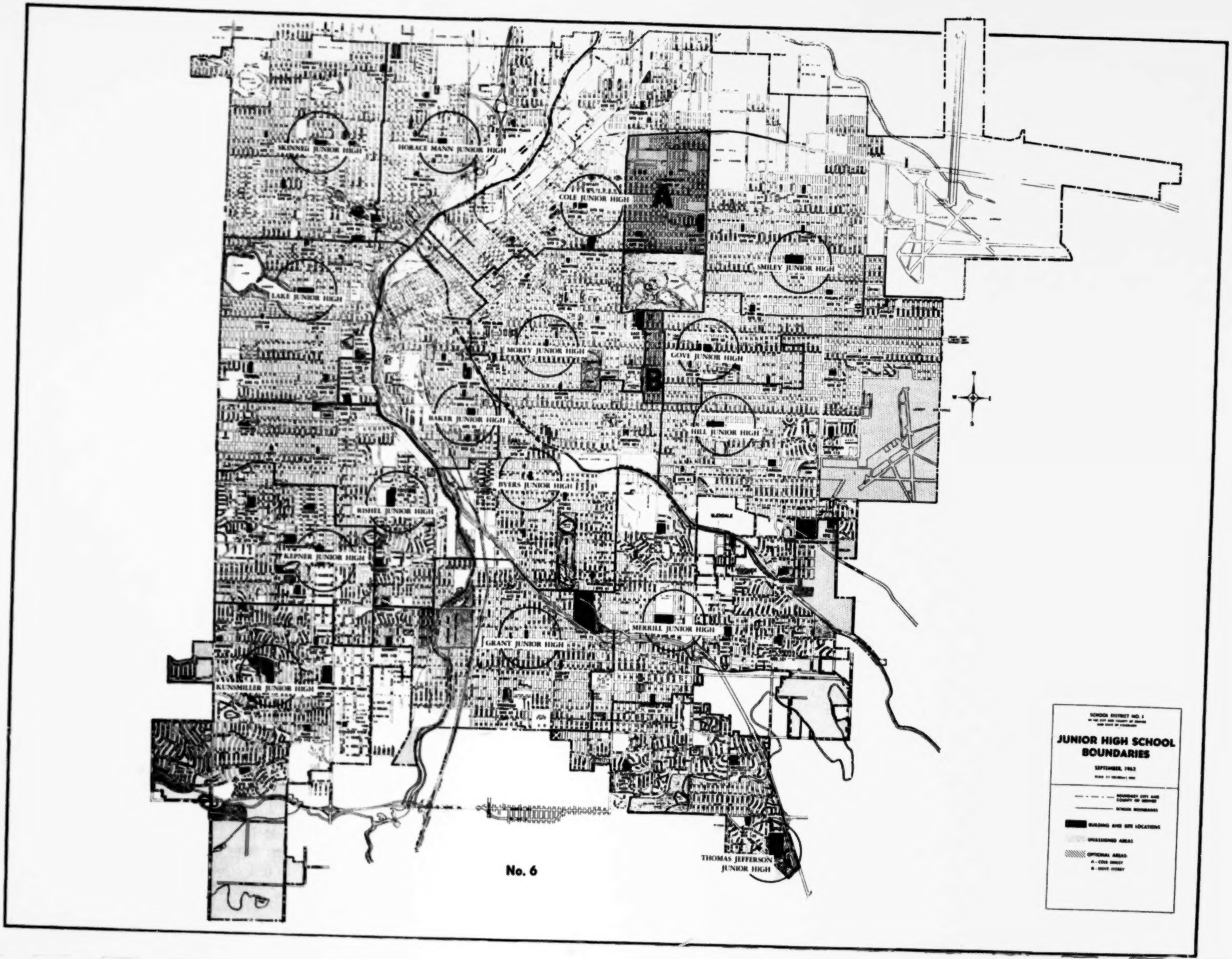
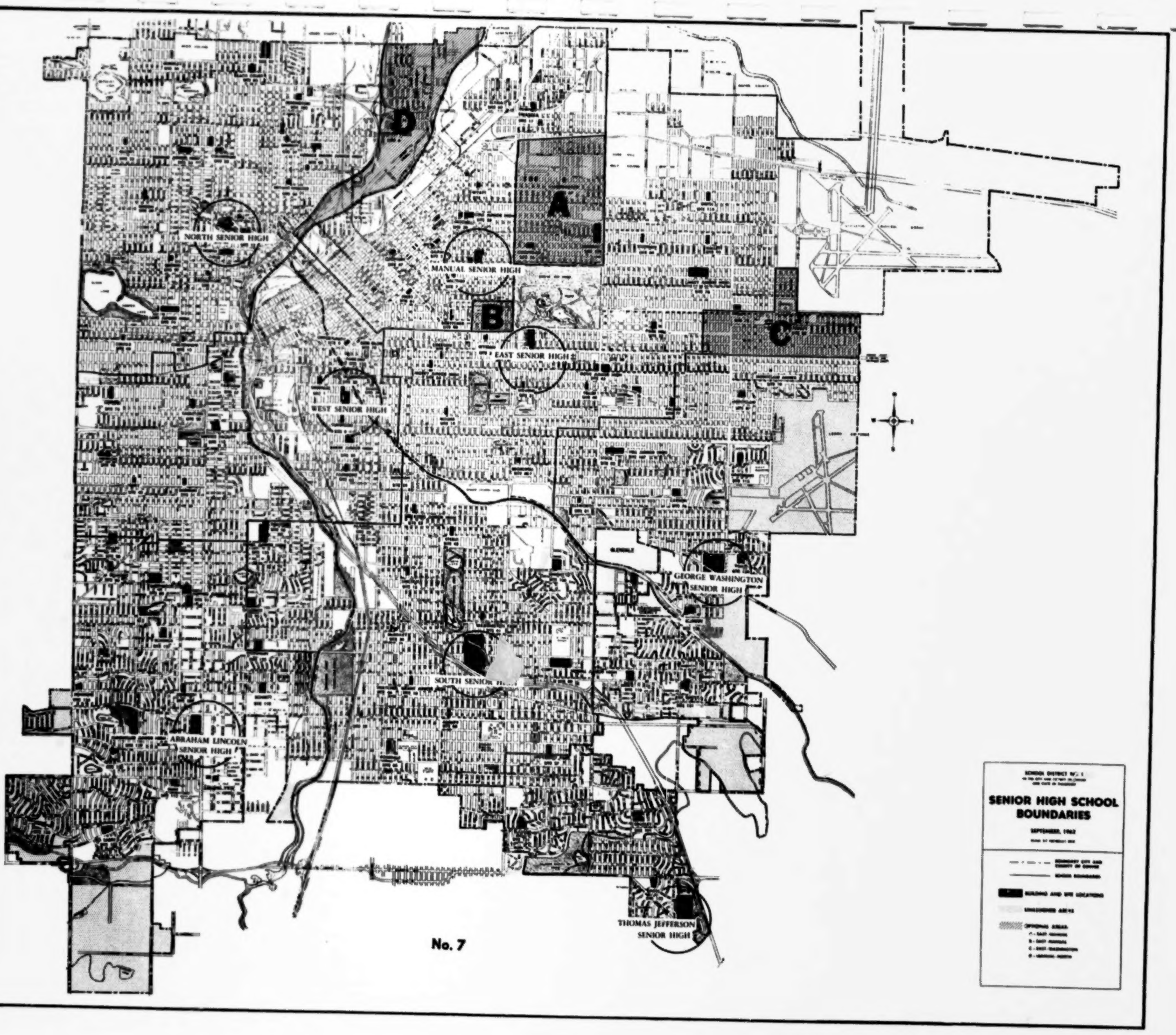
CORRESPONDENCE BETWEEN LOW FAMILY INCOME AND LOW EDUCATIONAL ATTAINMENT - 1960 CENSUS TRACTS

No. 5


SCHOOL DISTRICT NO. 1
JUNIOR HIGH SCHOOL BOUNDARIES
SEPTEMBER, 1962
BOUNDARY CITY AND COUNTY OF DENVER
SCHOOL BOUNDARIES
BUILDING AND SITE LOCATIONS
UNASSIGNED AREAS
OPTIONAL AREAS
A - COLE-SMILEY
B - GOVE-MOREY
SKINNER JUNIOR HIGH
HORACE MANN JUNIOR HIGH
COLE JUNIOR HIGH
A
SMILEY JUNIOR HIGH
LAKE JUNIOR HIGH
MOREY JUNIOR HIGH
GOVE JUNIOR HIGH
B
BAKER JUNIOR HIGH
HILL JUNIOR HIGH
BYERS JUNIOR HIGH
RISHEL JUNIOR HIGH
KEPNER JUNIOR HIGH
GRANT JUNIOR HIGH
MERRILL JUNIOR HIGH
KUNSMILLER JUNIOR HIGH
THOMAS JEFFERSON JUNIOR HIGH

No. 6


SCHOOL DISTRICT NO. 1
SENIOR HIGH SCHOOL BOUNDARIES
SEPTEMBER, 1962
BOUNDARY CITY AND COUNTY OF DENVER
SCHOOL BOUNDARIES
BUILDING AND SITE LOCATIONS
UNASSIGNED AREAS
OPTIONAL AREAS
A
B
C
D
NORTH SENIOR HIGH
MANUAL SENIOR HIGH
EAST SENIOR HIGH
WEST SENIOR HIGH
GEORGE WASHINGTON SENIOR HIGH
SOUTH SENIOR HIGH
ABRAHAM LINCOLN SENIOR HIGH
THOMAS JEFFERSON SENIOR HIGH

No. 7

RESOLUTION

TITLE: ORGANIZATION OF A SPECIAL STUDY COMMITTEE ON EQUALITY OF EDUCATIONAL OPPORTUNITY IN THE DENVER PUBLIC SCHOOLS

This Board of Education recognizes that all children within the District, regardless of racial or ethnic background, are equally entitled to the benefits of good education, and that to secure such benefits, the needs and aspirations of all children must be considered.

THEREFORE, BE IT RESOLVED, That:

1. This Board of Education, together with the Superintendent of Schools, appoint a Special Study Committee on Equality of Educational Opportunity in the Denver Public Schools.

2. The purpose of the Committee shall be to study and report on the present status of equality of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors, in the following specific areas:

   (a) Curriculum, instruction, and guidance
   (b) Pupils and personnel
   (c) Buildings, equipment, libraries, and supplies
   (d) Administration and organization
   (e) School-community relations,

and to recommend improvements in any or all of such specific areas.

3. The Committee shall be composed of:

   (a) A chairman and vice-chairman
   (b) Three residents, not employed by the Denver Public Schools, from each of the eight high school areas of the District.
   (c) Six professional staff members from the Denver Public Schools.
   (d) The members of the Board of Education, the Superintendent of Schools, and the Deputy Superintendent of Schools, all serving ex-officio and without vote.[1]

4. The Committee, with the approval of the Board of Education, shall have authority to retain such consulting and administrative staff as in their judgment shall be required to carry out and fulfill its purpose.

5. All expenses incurred by the Committee shall be paid from District funds, and the Committee shall prepare and submit a proposed budget to the Board of Education covering anticipated expenditures during the period from the date of its organization to December 31, 1963.

6. The Committee shall submit a preliminary report to the Board of Education no later than June 1, 1963, and a final report, with its recommendations, no later than June 1, 1964.

June 27, 1963

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[1] In fact, the members of the Board of Education, the Superintendent of Schools and the Deputy Superintendent of Schools attended no working meetings, were not advised of the activities of the rest of the Committee and took no part in the preparation of this report or its contents.

Appendix-9

AREA 1

Area 1 - south of West Sixth Avenue and west of the Platte River - composed largely of a newly settled (since 1940) and recently annexed neighborhoods. It contains 19 elementary schools, three junior high schools and a senior high school. Thirteen of the elementary schools and all of the secondary schools were built since 1950. They have more classrooms and facilities than any other area yet the number of pupils exceeds the capacity by 2800 without counting the pupils from recently annexed areas, Bear Valley, Green Meadows and Fort Logan, who are presently transported to schools having available space beyond this area. The population is predominantly Anglo-American, consisting of young and rapidly increasing families. There are problems of over-crowding, and an addition to one of the junior high schools is under construction and a new junior-senior high school on the drafting boards.

AREA 2

Area 2 - north of West Sixth Avenue and west of the Platte River - is composed of neighborhoods generally settled before 1940, although there are several recent developments. It contains 17 elementary schools, three junior high schools and one senior high school. Ten of the elementary schools still use buildings built before 1910 and the high school was built in 1911, but had an extensive addition and remodeling in 1959. Three new schools and 5 additions have been built since 1950 and another is under way. There has been an influx of young Spanish-surnamed parents with larger families into the older parts of the area. The pupil population exceeds the building capacity by about 400 pupils.

AREA 3

Area 3 - roughly east and north from the Platte River beginning at Seventeenth Street, as far east as Holly Street on the northern city boundary, north and west of Park Hill Golf Course, north and west of City Park, and north of Cheesman Park and Thirteenth Avenue to the downtown section. The area closest to the downtown section is relatively old, but the eastern part of the area includes new single homes and apartments. There are 13 elementary schools, two junior high schools and one senior high school. Seven of the elementary schools were built before 1900 although 6 of that number have had additions built since 1950. Two schools have been replaced by completely new buildings since 1950. Throughout much of the area there have been heavy population shifts of age level groups and racial and ethnic groups different from the Anglo-American families who formerly occupied the area. The newcomers, mainly Negroes, Spanish-Americans and some Japanese-Americans, are on the whole younger and have larger families than the former occupants. Pupil population now exceeds capacity by about 100 pupils in spite of mobile classrooms in use at two schools. Additions now under way will raise the capacity by 765.

AREA 4

Area 4 - roughly the area west of Fitzsimons including Stapleton Field, Lowry Field, Park Hill Golf Course, City Park, Cheesman Park and extending from the eastern boundary of the city as far west as Broadway and Thirteenth Avenue and south along Cherry Creek and Leetsdale Drive. The central part of the area was built up before 1940, but extensive new building of homes and apartments has taken place recently on both the northeastern and southeastern edges. The area contains 18 elementary schools, as well as three junior high schools and two senior high schools which are located in this area but also draw pupils from beyond this geographic area. Five of the elementary schools were built before 1910, but two have had later additions. One junior high was built in 1911 and has four frame portable units. Six elementary schools and one junior high and one senior high school have been built since 1950. Recently there has been a shift of minority families, largely Negro, into those parts of Area 4 contiguous to Area 3.

AREA 5

Area 5 - roughly east of Downing and south of Cherry Creek and Leetsdale Drive - is composed largely of newly settled and recently annexed neighborhoods in many ways comparable to Area 1. It contains 11 elementary schools, two junior high schools, one senior high school and one combination junior-senior high school. Two of the elementary schools still use buildings built before

1910 and one built in 1913, but all have had additions since then. Seven elementary schools, one junior high and the junior-senior high were built since 1950. There was building capacity in this area to provide for the pupils in recently annexed neighborhoods now part of this area and those annexed to Area 1. The population is predominantly Anglo-American.

AREA 6

Area 6 - east of the Platte River and south from Sixteenth Street roughly along Broadway, Cherry Creek, South Downing, the Valley Highway to the edge of the campus of the University of Denver, along Race Street to the city limits - is composed of relatively older neighborhoods developed along public transportation lines. It contains 11 elementary schools, two junior high schools and one senior high school. Six of the elementary schools were built before 1910, but three have had later additions. One elementary school and two junior high schools have been replaced with new buildings since 1950. The pupil population exceeds the building capacity by about 100 pupils. A considerable number of Spanish-surnamed families have lived in this area for many years particularly in the section closest to downtown.

Appendix-13

STUDY OF BUILDINGS AND FACILITIES BY SIX AREAS

AREA 1 (Southwest)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Org. Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-Purpose Aud - Caf - Gym	Swimming Pool
Barnum	1921-24 28-50	3.04	23	x	4.8	x	x	x		
Belmont	1945 1963	3.66	10			x	x	x	A-C-G	
College View	1939	4.49	22				x	x		
Denison	1960 1961	3.99	18	x	3.3	x	x	x	A-C	
Doull	1956	7.91	30	x	5.2	x	x	x		
Force	1955 1956	6.03	30	x	5.6	x	x	x		
Godsman	1958 1961	5.02	18	x	3.8	x	x	x	A-C	
Goldrick	1952-54	4.63	27	x	5.3	x	x	x		
Gust	1955-56 -61	4.85	25	part time*	3.8	x	x	x		
Johnson	1952 1954	4.62	24	x	5.8	x	x	x		
Knapp	1956	9.51	25	x	5.3	x	x	x		
Munroe	1962	3.58	18	part time*	4.4	x	x	x		
Newlon	1951 1963	5.02	22	part time*	5.5	x	x	x		
Perry	1911-17- 1931	1.87	4							
Sabin	1958-60 1962	10.35	43	x	3.3	x	x	x		
Schenck	1958-62	4.25	24	x	3.9	x	x	x	A-C	
Schmitt	1955-61	6.12	22	x	5.1	x	x	x		
Valverde	1924-51 57-58	6.56	22	x	6.7	x	x	x	C-G	
Westwood	1912-28 31-48	8.19	31	x	6.1	x	x	x	A-G	
Kepner	1953	10.1	57	x	7.5	x	x	2		
Kunsmiller	1957 1963	13.1	58	x	3.7	x	x	5		
Rishel	1959	9.0	38	x	6.3	x	x	4		
A. Lincoln	1960	19.0	79	x	5.7	x	x	4		x

Appendix-14

STUDY OF BUILDINGS AND FACILITIES BY SIX AREAS

AREA 2 (Northwest)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Organized Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-purpose Aud - Caf - Gym	Swimming Pool
Alcott	1892 1905	2.52	18	x	7.7	x	x	2 classrooms		
Ashland	1888 1895	3.87	21	x	7.0	x		2 classrooms		
Beach Court	1929 1950	3.66	16	x	10.1	x	x	x		
Berkeley	1902- 06-23	1.53	10			x	x	x	A-C-G	
Boulevard	1883- 91, 04	1.07	13	part time*	6.2	x		x		
Brown	1952	3.19	22	x	6.3	x	x	x		
Bryant-Webster	1930	2.93	22	x	6.4	x	x	x		
Cheltenham	1891 1905	1.78	18	x	5.4	x		1 classroom		
Colfax	1920- 23-51	2.17	12			x		x		
Columbian	1892 1923	2.95	18	x	7.2	x	x	x		
Cowell	1954	3.72	14	part time*	4.7	x	carry in	x	A-C	
Eagleton	1891 1906	3.72	16			x	x	1 classroom		
Edison	1925 1950	3.72	23	x	6.3	x	x	x		
Fairview	1902-25 52-54	4.35	33	x	4.9	x	x	x		
Garden Place	1905 1924	2.86	23	x	5.4	x	x	x		
Remington	1955	3.46	15	x	5.4	x	x	x	A-C	
Smedley	1902-11 52-55	2.28	22	x	5.6	x	x	x		
Lake	1926	10.7	46	x	9.7	x	x	2		
Mann	1931 1956	6.3	39	x	7.4	x	x	2		
Skinner	1922	6.9	37	x	6.9	x	x	2		x (2)
North	1911 1959	18.0	78	x	7.5	x	x	4		x

STUDY OF BUILDINGS AND FACILITIES BY SIX AREAS

AREA 3 (Central-Northeast)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Organized Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-purpose Aud - Caf - Gym	Swimming Pool
Barrett	1960	5.00	14	part time*	4.2	x	x	x	A-C	
Columbine	1893-05-59-61	4.06	39	x	2.9	x	x	x		
Crofton	1919 1958	2.46	12			x	x	x	A-C-G	
Ebert	1924	2.44	17	x	6.8	x	x	x		
Elyria	1924	.76	5					hall		
Emerson	1885 1917	1.16	11			x		basement		
Gilpin	1951	3.61	31	x	6.0	x	x	x		
Harrington	1926-50,-63	1.93	20			x	x	x	C-G	
Mitchell	1898-02-58	2.29	24	x	4.9	x	x	x	A-C-G	
Swansea	1891 1958	3.65	22			x		x		
Whittier	1883-19-31	1.90	22	part time*	5.3	x	x	x	C-G	
Wyatt	1887 1957	2.28	15	make-shift		x	x	x	A-G-C	
Wyman	1891	2.18	17			x		basement		
Cole	1925	5.5	59	x	6.9	x	x	2		
Morey	1921	4.0	43	x	11.9	x	x	2		x
Manual	1953	12.8	50	x	11.3	x	x	4		
Boettcher**	1940 1958	1.93	17	x	21.3	x	x	x		

** Boettcher serves whole city for elementary and secondary physically handicapped pupils. Is not included in area totals.

Appendix-16

STUDY OF BUILDINGS AND FACILITIES
BY SIX AREAS

AREA 4 (East)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Organized Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-purpose Aud - Caf - Gym	Swimming Pool
Ashley	1929 1950	3.38	16	part time*	6.9	x	x	x		
Bromwell	1906 1955	1.90	9	part time*	6.3	x	x	x	A-C-G	
Carson	1952 1954	5.22	24	x	6.1	x	x	x		
Ellsworth	1929 1950	1.60	7			x		x	A-G	
Fallis	1960	6.28	12	Classroom full time	4.7	x	x	x	A-C	
Hallett	1951	3.72	15	x	6.8	x	x	x		
Montclair	1943 1948	4.09	20	part time*	6.3	x	x	x		
Montclair Annex	1890	.75	5							
Moore	1889 1909	2.59	22	part time*	6.7	x	x	x		
Palmer	1950	3.68	14	x	7.0	x	x	x		
Park Hill	1901 -12-28	4.19	21	x	7.7	x	x	x		
Philips	1952 1958	3.71	15			x	x	x	A-C	
Smith	1955 1957	3.71	30	x	3.6	x	x	x		
Steck	1930 1942	2.93	14	part time*	8.1	x	x	x		
Stedman	1924 -29-50	3.53	19	x	5.9	x		x		
Stevens	1900	1.29	13	part time*	10.0	x	x	x		
Teller	1920 1950	2.58	16	x	7.2	x	x	x		
Whiteman	1955	4.03	18	x	4.2	x	x	x		
Gove	1911	10.4	26	x	8.5	x	x	2		
Hill	1956	7.2	47	x	6.0	x	x	4		
Smiley	1928 50-58	16.5	50	x	6.2	x	x	2		
East	1925	23.0	80	x	6.7	x	x	3		
G. Washington	1960	35.6	80	x	7.1	x	x	4		x

Appendix-17

STUDY OF BUILDINGS AND FACILITIES BY SIX AREAS

AREA 5 (Southeast)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Organized Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-purpose Aud - Caf - Gym	Swimming Pool
Ash Grove	1937-46 -53,-59	6.24	23	x	3.8	x	x	x	A-C	
Bradley	1955	8.00	30	x	4.4	x	x	x		
Cory	1952	5.21	19	x	5.4	x	x	x		
Ellis	1957 1959	7.34	29	x	4.0	x	x	x		
Knight	1951	8.00	20	x	7.2	x	x	x		
McMeen	1959	7.55	19	x	4.3	x	x	x		
Pitts	1959	4.81	14	part time*	6.4	x	x	x	A-C	
Slavens	1957 1961	6.39	22	x	3.2	x	x	x		
Steele	1913 1929	3.68	21	x	5.4	x		x		
University Park	1893 -24-51	4.69	31	x	6.0	x	x	x		
Washington Park	1906 -22-28	2.69	19	part time*	8.6	x	x	x		
Byers	1921	5.3	40	x	6.0	x	x	2		
Merrill	1953	12.1	48	x	8.6	x	x	2		
South	1926 1963	56.1	82	x	9.8	x	x	4		
Th. Jefferson**	1960	42.8	67	x	Jr-8.1 Sr-12.4	x	x	4		x

** Thomas Jefferson has both Junior and Senior High pupils.

Appendix-18

STUDY OF BUILDINGS AND FACILITIES BY SIX AREAS

AREA 6 (South-Central)	Construction Dates	Site Size (In Acres)	Kindergarten Classrooms Specialized Rms	Organized Library *Less than 50%	Library Books Per Pupil	Auditorium	Cafeteria	Gymnasium	Multi-purpose Aud - Caf - Gym	Swimming Pool
Alameda	1902	1.17	8					basement		
Asbury	1925 -27-48	3.50	20	part time*	5.1	x	x	x		
Elmwood	1885 -87-95	2.74	17					2 classrooms		
Evans	1904	1.49	18	x	21.2**	x	x	classroom		
Fairmont	1924	3.17	16	x	4.5	x		x		
Greenlee	1952	3.67	31	x	5.0	x	x	x		
Lincoln	1904 1929	2.76	19	x	5.8	x	x	x	C-G	
McKinley	1902 1912	2.10	13	part time*	6.8			classroom		
Rosedale	1924 1950	4.23	14	x	13.1	x	x	x		
Sherman	1892 1920	1.40	12					classroom		
Thatcher	1920	1.29	11			x		basement		
Baker	1957 1958	6.8	34	x	7.9	x	x	4		
Grant	1953	4.1	27	x	13.5	x	x	2		
West	1925	11.4	68	x	7.7	x	x	4		
Opportunity ***	1926 -49-56	2.3								

** Evans has sightsaving classes and specialized materials.

*** Opportunity School serves adults and youth from total city. Is not included in area totals.

Appendix-19

SUMMARY OF POPULATION GROWTH
CITY AND COUNTY OF DENVER
AND
SCHOOL DISTRICT NO. 1

Population - City and County of Denver

1940 Census	322,412
1950 Census	415,786
1960 Census	493,887

Comparison of Population by Census Tracts

Core area - composed of those census tracts each of which had a population of at least 4,000 persons in the 1940 census.

1950 Census	273,279
1960 Census	256,240
	Decrease of 17,039

Sparcely populated areas within City and County of Denver - composed of those twelve census tracts each of which had a population less than 4,000 persons in the 1940 census.

1950 Census	103,403
1960 Census	130,277
	Increase of 26,874

Annexed areas since 1940 - listed in 1960 census.

1950 Census	17,553 (Many tracts listed
1960 Census	97,497 "no population")
	Increase of 79,944

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*Based on 51 census tracts for which data is available at Denver Planning Office. Population Report by Denver Planning Board 1962

Appendix-20

SUMMARY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP BY SIX AREAS

ELEMENTARY SCHOOLS*

	Capacity	Membership 9/28/62	Membership 9/27/63	% of Bldg. Utilization
AREA 1	13,920	15,178	15,189	109%
AREA 2	10,050	10,234	10,373	103%
AREA 3	7,995	8,691	8,813	110%
AREA 4	9,465	9,343	9,408	99%
AREA 5	8,010	7,924	8,040	100%
AREA 6	5,340	5,538	5,574	104%

SECONDARY SCHOOLS*

	Capacity	Membership 9/28/62	Membership 9/27/63	% of Bldg. Utilization
AREA 1	7,305	8,506	8,846	121%
AREA 2	6,050	6,391	6,244	103%
AREA 3	4,455	3,858	3,726	83%
AREA 4	8,710	8,652	9,111	105%
AREA 5	7,390	6,958	7,628	103%
AREA 6	4,005	3,739	3,982	99%

***Denver Public Schools Survey of Building Capacity and Pupil Membership*, March 1963
Report...*A Study of Pupil Population, School Boundaries, Pupil Transportation, School Buildings*, Denver, Colorado: Denver Public Schools, February 1962.

Appendix-21

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 1 (Southwest)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Barnum	3.04	720	806	804				
Belmont	3.66	330	319	308				
College View	4.49	600	494	746			*	
Denison	3.99	600	633	610				
Doull	7.91	945	1,233	1,180	6	1		
Force	6.03	960	1,046	1,001				
Godsman	5.02	600	722	679				
Goldrick	4.63	870	950	901				
Gust	4.85	810	931	792				
Johnson	4.62	750	865	829				
Knapp	9.51	765	864	848				
Munroe	3.58	600	647	633				
Newlon	5.02	675	694	771				
Perry	1.87	150	146	99				
Sabin	10.35	1,350	1,657	1,638				
Schenck	4.25	780	852	800				
Schmitt	6.12	720	774	749				
Valverde	6.56	720	851	810	4			
Westwood	8.19	1,050	1,060	991				
Kepner	10.1	1,725	1,588	1,592				
Kunsmiller	13.1	1,860	2,337	2,574			*	
Rishel	9.0	1,230	1,351	1,313				
A. Lincoln	19.0	2,490	2,865	3,367				

* From Annexations

Appendix-22

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 2 (Northwest)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Alcott	2.52	600	571	538			*	
Ashland	3.87	690	634	629				
Beach Court	3.66	510	466	442				
Berkeley	1.53	330	314	322				
Boulevard	1.07	375	387	407				
Brown	3.19	675	721	716				
Bryant-Webster	2.93	690	778	770				
Cheltenham	1.78	570	631	620				
Colfax	2.17	420	390	358				
Columbian	2.95	570	577	531				
Cowell	3.72	480	555	551	2			
Eagleton	3.72	510	450	473				
Edison	3.72	720	700	745				
Fairview	4.35	1,005	1,084	1,013				
Garden Place	2.86	705	826	853				
Remington	3.46	510	435	421				
Smedley	2.28	690	715	679				
Lake	10.7	1,380	1,290	1,226				
Mann	6.3	1,155	1,213	1,234				
Skinner	6.9	1,200	1,296	1,289				
North	18.0	2,400	2,592	2,800				

* From Annexations

Appendix-23

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 3 (Central-Northeast)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Barrett	5.00	480	486	480				
Columbine	4.06	1,200	1,211	1,139				
Crofton	2.46	360	478	447	4			
Ebert	2.44	540	638	611	4			
Elyria	.76	180	158	156				
Emerson	1.16	360	369	394				
Gilpin	3.61	975	1,031	967	4			
Harrington	1.93	630	666	710				
Mitchell	2.29	780	862	845				
Swansea	3.65	720	743	733				
Whittier	1.90	720	810	702	2			
Wyatt	2.28	570	635	646		2		x
Wyman	2.18	480	604	649		1		
Cole	5.5	1,725	1,654	1,512				
Morey	4.0	1,170	915	904				
Manual	12.8	1,560	1,289	1,405				

x To another school

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 4 (East)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Ashley	3.38	540	505	463				
Bromwell	1.90	300	341	322				
Carson	5.22	780	663	611			x	
Ellsworth	1.60	240	173	189				
Fallis	6.28	390	391	407			x	
Hallett	3.72	510	534	628				
Montclair	4.09	660	658	686			**	
Montclair Annex	.75	180	127	167			**	
Moore	2.59	690	653	689				
Palmer	3.68	480	514	464			*	
Park Hill	4.19	660	786	793				
Philips	3.71	510	496	499				
Smith	3.71	915	899	1,035				
Steck	2.93	450	416	388				
Stedman	3.53	630	746	796	4			
Stevens	1.29	420	328	320				
Teller	2.58	510	460	422				
Whiteman	4.03	600	653	668			**	
Gove	10.4	760	748	764		4 old portables		
Hill	7.2	1,500	1,609	1,593			**	
Smiley	16.5	1,530	1,592	1,589				
East	23.0	2,430	2,447	2,669				
G. Washington	35.6	2,520	2,256	2,357				

x From another school * From annexations ** From Lowry Field

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 5 (Southeast)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Ash Grove	6.24	750	722	771			*	
Bradley	8.00	990	1,028	945				
Cory	5.21	630	604	626			x *	
Ellis	7.34	930	1,000	1,003				#
Knight	8.00	645	546	679			x *	
McMeen	7.55	630	692	718				#
Pitts	4.81	480	483	474				
Slavens	6.39	720	815	774				
Steele	3.68	645	616	638			*	
University Park	4.69	1,020	1,003	1,055			*	
Washington Park	2.69	570	415	437				
Byers	5.3	1,230	1,107	1,161				
Merrill	12.1	1,530	1,282	1,347			*	
South	56.1	2,530	2,504	2,710				
Thomas Jefferson	42.8	2,100	2,065	2,330			*	

* From annexations
x From other schools
# To other schools

Appendix-26

STUDY OF BUILDING CAPACITY AND PUPIL MEMBERSHIP

AREA 6 (South-Central)	Site Size (In Acres)	Bldg. Capacity	Membership 9-28-62	Membership 9-27-63	Double Sessions	Mobile Classrooms	Transporting Pupils In	Transporting Pupils Out
Alameda	1.17	240	246	246				
Asbury	3.50	660	553	688			*	
Elmwood	2.74	495	508	522				
Evans	1.49	240	278	271				
Fairmont	3.17	510	637	604				
Greenlee	3.67	1,050	1,202	1,148		3		
Lincoln	2.76	570	633	658				
McKinley	2.10	405	290	297				
Rosedale	4.23	450	457	430				
Sherman	1.40	360	377	404				
Thatcher	1.29	360	357	367				
Baker	6.8	1,080	1,043	1,030				
Grant	4.1	825	805	794				
West	11.4	2,100	1,891	2,099				

* From annexations

ALLOWANCES PER PUPIL 1964 BUDGET FOR INSTRUCTIONAL SUPPLIES AND BOOKS

	Flat Rate Per Pupil	Flat Rate Per School	Amount Per Pupil for New School	Amount Per Pupil for 2nd Year School
Textbooks - for all subjects (Furnished by School District No. 1 - grades 1-8)	$1.00	$60.00	$ 5.00	$ .50
Elementary	$1.00	$60.00	$ 5.00	$ .50
Junior (Gr. 7,8)	3.50	-	15.00	1.00
Library Books and Periodicals				
Elementary	1.05	50.00	7.85	.45
Junior	2.25	-	15.00*	*
Senior	2.50	-	15.00*	*
*Three year program for library in new school				
Supplemental Reference Books (Encyclopedia, dictionaries)				
Elementary	.30	25.00	2.65	.20
Instructional Supplies - includes all expendable supplies used in classrooms and school offices				
Elementary	4.50	75.00	10.00	.50
Junior	5.75	300.00*	12.00	1.00
Senior	6.25	900.00**	-	-

*For newspaper where printed commercially

**400 for newspaper
 500 for Dictaphone rented for
 900 use in Commercial classes

Account for purchase of textbooks in 9th grade and in senior high
(This budget is reimbursed by student fees.)

Textbooks Paid by Fees

Junior (Gr. 9)	4.10 Plus $5.00 per pupil for those in BSCS Biology
Senior	3.50 Plus $5.00 per pupil for those in BSCS and $5.00 per pupil for those in CHEM study

Appendix-28

EXCURSIONS INTO THE COMMUNITY BY SCHOOL BUS DURING SCHOOL HOURS 1962-1963*

	Number of Pupils in Membership Sept. 28, 1962	Number of Trips	Number of Pupils	Average Number of Trips Per Pupil in Membership
AREA 1	23,684	848	31,036	1.31
AREA 2	16,625	632	22,058	1.33
AREA 3	12,332 (Boettcher omitted)	857	26,673	2.16
AREA 4	17,995	675	23,012	1.28
AREA 5	14,882	546	19,603	1.32
AREA 6	9,277	460	14,693	1.58
TOTAL	94,795	4,018	137,075	1.45

*From Report on Excursions Into The Community School Year 1962-63, Department of Special Services

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NUMBER AND LOCATION OF PRESCHOOL GROUPS BY SIX AREAS - 1962-63

	Number of Groups	Number of Schools having one or two groups at the school	Number of Schools Participating at other schools	Number of elementary schools without preschool participants
AREA 1	22	10	2	7
AREA 2	16	12	2	3
AREA 3	5	5		8
AREA 4	17	12	2	4
AREA 5	16	9	1	10
AREA 6	4	4	1	6
	80	52	8	38

Total number of children registered	3,017
Average daily membership	2,633
Average daily attendance	2,195

Appendix-29

STUDY OF AVERAGE CLASS SIZE AND AVERAGE PUPIL-TEACHER RATIO
September 27, 1963

Elementary Schools

	Average Class Size*	Average Pupil-Teacher Ratio**
AREA 1	31.7	27.8
AREA 2	31.6	27.2
AREA 3	30.6	26.3
AREA 4	31.7	28.1
AREA 5	32.1	28.1
AREA 6	30.5	26.6

Secondary Schools

	Average Class Size*	Average Pupil-Teacher Ratio**
AREA 1	30.3	22.8
AREA 2	30.6	22.6
AREA 3	27.2	18.6
AREA 4	30.3	22.0
AREA 5	30.0	21.9
AREA 6	29.7	20.7

*Average class size is determined by actual count of the number of pupils and the number of classes of all types in which those pupils are enrolled. Many classes enroll more pupils than the average and in many classes the number of pupils is less than the average.

**Pupil-teacher ratio is determined by dividing the actual number of pupils by the actual number of teachers assigned to the building. This ratio is a way of comparing the relation of teacher time to number of pupils in different organizational patterns. This is the way educational data is generally reported for national comparisons.

Appendix-30

EDUCATIONAL PREPARATION OF NEW TEACHERS
(Employed during 1963)

Educational Preparation	Elementary			Secondary			Summary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
A.B. Degree	34	300	334	62	187	249	96	487	583
M.A. Degree	1	17	18	16	13	29	17	30	47
M.A. Plus	1	—	1	—	—	—	1	—	1
Grand Totals	36	317	353	78	200	278	114	517	631

EDUCATIONAL PREPARATION - ALL TEACHERS
(March 1, 1963)

	Minimum	A.B.	M.A.	M.A.+	Ph.D.	% Above A.B.	Total Teachers Above A.B.
AREA 1	1	590	233	51	0	32%	284
AREA 2	2	430	167	36	2	32%	205
AREA 3	1	378	143	28	3	31%	174
AREA 4	2	432	209	59	3	38%	271
AREA 5	1	324	200	66	1	45%	267
AREA 6	2	286	100	24	1	30%	125
TOTAL	9	2440	1052	264	10	35%	1326

Appendix-31

DENVER PUBLIC SCHOOLS POLICY 1617A

Subject: Employees, change of assignment for

1. POLICY

a. Change of location of assignment within an occupational classification.

(1) A change of assignment within an occupational classification, such as a change in teaching position from one school to another, may be requested by the employee affected, by the administrator of the employee's school or department, or may be initiated by the Suerpintendent and his staff. The approval of the Superintendent's Office is required.

(a) In general, for a change that is to be effected during the school year or at the beginning of the next school year, the request should be submitted in writing on the appropriate form to the Office of the Assistant Superintendent for Personnel Services on or after November 1 of each school year. An employee who is not granted a change of assignment must renew his request in writing, on the appropriate form, on or after November 1 of each school year, if he wishes to receive further consideration.

(b) A request for change of assignment cannot always be granted because the employee is not qualified for the existing vacancy, or the transfer from the present school or department would not serve the best interests of the program of the District.

(2) On or about April 20 of each year, the Office of the Assistant Superintendent for Personnel Services will post in each school and office a list of teaching vacancies that are to be filled the following school year. Classified personnel will be kept informed of vacancies from time to time throughout the year. Individuals wishing to be considered for any vacancy should submit their request no later than two weeks after the date of the notice. All requests on file prior to the posting of vacancies also will be considered.

(3) Whenever an employee or the administrator of the employee's school or department requests a change of assignment for the employee, it is ethical and desirable for all parties concerned to discuss the merit of the request. The employee may make his written request for transfer on the appropriate Form 8060 (for certificated employees) or Form 8062 (for

classified employees) directly to the office of the Assistant Superintendent for Personnel Services.

(4) The Office of the Assistant Superintendent for Personnel Services will acknowledge receipt of request for transfer within thirty (30) days.

(5) If the transfer is to be effected, the employee and administrators concerned will be informed in writing of the new assignment by the Office of the Assistant Superintendent for Personnel Services. Except in unusual cases, employees who are to be transferred will be notified before the close of the school year. Those employees who did not receive approval of their requested transfer by the close of the school year will be notified in writing. If summer vacancies occur, those employees who did not receive approval for a requested transfer by the close of the school year will be reconsidered before new employees are assigned, unless the employee states in writing that his request be cancelled.

(6) The principal criterion for consideration of a request for change of assignment is whether the request will result in the best educational program for the School District. Characteristics, such as age, sex, experience, and competency in selected areas, will be considered.

(7) In filling vacancies, the staff gives consideration to seniority of satisfactory service to the District. Transfer requests of presently employed persons will be considered before any newly appointed employee is assigned, but a well-balanced staff in all schools and departments will be considered by the Office of the Assistant Superintendent for Personnel Services.

(8) Certificated personnel should remain in an assignment for a minimum period of three years before requesting a transfer. Transfers because of changes in enrollment or other unusual situations may be executed at any time.

(9) Employee requesting transfer from one assignment to another must be qualified according to existing requirements. Any employee wishing to know the existing requirements before requesting transfer may be so informed by contacting the Office of the Assistant Superintendent for Personnel Services.

(10) Before a transfer or change in classification is executed due to unusual circumstances, the employee being transferred will be notified in writing of the reason by the administrator of his school or department if so desired by the employee. A conference is desirable in this type of transfer.

b. Promotion--change of assignment from one occupational classification to another.

(1) A change of assignment from one occupational classification to another, as for example, from teacher to principal, or from clerk to secretary, may be requested by the employee affected, may be recommended by the administrator or supervisor of the employee, or may be initiated by the Superintendent and his staff. The approval of the promotion by the Superintendent and the Board of Education is required.

(2) Qualification for promotion--change of assignment from one occupational classification to another.

(a) Certificated personnel

Master's degree, or master's degree and other professional preparation
Good scholarship
Satisfactory recommendations and appraisals of service
Good working relations
Satisfactory experiences in certificated assignments
Reasonable length of time in service in the Denver Public Schools
Professional growth and demonstrated potential
Ability to direct other employees

(b) Classified personnel

Accuracy and neatness of work
Good working relations
Physical energy and initiative
Satisfactory recommendations in present assignment
Proficiency and ability in necessary skills
Completion of courses at training schools - where applicable
Ability to direct other employees
Attendance at conferences and regular meetings scheduled by various departments - where applicable
Evidence of initiative in seeking to maintain and improve skills on the job

(3) Procedure

(a) Responsibilities of the employee. An employee may initiate a request for change of assignment in the following way:

(aa) By submitting the Employees' Assignment Information card (DPS Form 8016). This form may be completed by the employee and, at his own option, returned either to the administrator of his school or department, or to the Office of the Assistant Superintendent for Personnel Services.

(bb) By submitting a letter to the administrator of his school or department, or to the Office of the Assistant Superintendent for Personnel Services, indicating preparation and experience for preferred assignments. The Supplementary Form for Personal and Professional Record (DPS Form 8092) should accompany this letter.

(b) Responsibility of principals and department heads. Principals and department heads periodically should submit to the Assistant Superintendent for Personnel Services letters of commendation for persons who ought to be considered for change of assignment. These letters should include references to scholastic background, professional growth, parent and pupil relationships, and general fitness for assuming other or additional responsibilities.

(c) Responsibilities of the Superintendent and his staff. The selection and recommendation of employees to receive changes of assignment are responsibilities of the Superintendent and his staff.

2. CANCELLATION. This policy cancels DPS Policy 1617.

3. EFFECTIVE DATE. This policy is effective on April 1, 1963.

Distribution
  All schools and
  departments
April 1, 1963

Appendix-35

STUDY OF TEACHER STATUS
March 1, 1963

Elementary Schools

	Substitute Teachers		Probationary Teachers		Tenure Teachers		Total Teachers	
	No.	%	No.	%	No.	%	No.	%
AREA 1	13	2%	261	50%	248	48%	522	25%
AREA 2	11	3%	149	42%	199	55%	359	17%
AREA 3	20	6%	170	49%	158	45%	348	17%
AREA 4	20	6%	104	33%	195	61%	319	16%
AREA 5	17	6%	82	30%	177	64%	276	13%
AREA 6	11	5%	111	46%	116	49%	238	12%
TOTAL	92	4%	877	43%	1093	53%	2062	100%

Secondary Schools

	Substitute Teachers		Probationary Teachers		Tenure Teachers		Total Teachers	
	No.	%	No.	%	No.	%	No.	%
AREA 1	6	2%	144	41%	203	57%	353	21%
AREA 2	3	1%	108	39%	167	60%	278	16%
AREA 3			90	44%	115	56%	205	12%
AREA 4	5	1%	138	36%	243	63%	386	23%
AREA 5	1	-	77	24%	238	76%	316	18%
AREA 6	2	1%	64	37%	109	62%	175	10%
TOTAL	17	1%	621	36%	1075	63%	1713	100%

ESTIMATE OF DISTRIBUTION OF TEACHERS OF MINORITY BACKGROUNDS

	Total Teachers in Classrooms 9/27/63	Negro		Americans of Asian Derivation		Spanish-American	
		1/63	12/63	1/63	12/63	1/63	12/63
AREA 1	869	5	10	8	7	8	9
AREA 2	622	18	20	4	4	11	12
AREA 3	532	165	165	15	11	14	18
AREA 4	700	6	15	2	1	2	2
AREA 5	594	2	4	0	1	3	6
AREA 6	391	13	11	1	3	14	15
TOTAL	3708*	209	225	30	27	52	62
On contract		188	223				

*Teachers counted are those actually engaged in classroom activities and counted in pupil-teacher ratio.

SUMMARY OF GRADUATES OF 1962 WHO ENTERED COLLEGE SEPTEMBER 1962

	Number Graduating			Number in College		In Colorado	Out of Colorado
	Boys	Girls	Total	No.	%		
AREA 1	241	248	489	210	43%	170	40
AREA 2	256	242	498	199	40%	161	38
AREA 3 (Includes Boettcher)	128	126	254	92	37%	78	14
AREA 4*	493	499	992	715	72%	460	255
AREA 5*	415	421	836	510	61%	358	152
AREA 6 (Includes Opportunity School)	179	188	367	88	24%	79	9
Total	1712	1724	3436	1814	53%	1306	508

National average 49%

*More than one high school located in area

DROPOUTS FROM JUNIOR AND SENIOR HIGH SCHOOLS
SCHOOL YEAR 1962-63

A dropout is a pupil who withdrew during the year for any reason except death, before graduation (from grade 12) or completion of a program and without transferring to another school or institution with an educational program. (Colorado State Dept. of Education.)

	Total No. Secondary	Dropouts from Junior High		Dropouts from Senior High		Total Dropouts	%
AREA 1	8,141	71		277		348	4%
AREA 2	6,391	119		395		514	8%
AREA 3	3,858	161		274		435	11%
AREA 4	8,652	25		345		370	4%
AREA 5	6,938	36		267		303	4%
AREA 6	3,739	83		483		566	15%
TOTAL*	37,719	495	2%	2041	12%	2536	7%

*September 28, 1962

EXCERPTS FROM AN OPINION STUDY CONDUCTED FOR THE COMMITTEE BY RESEARCH SERVICES, INC. DURING THE LATE SUMMER OF 1963

Nearly six of ten Denver residents rate the city's Public Schools "excellent" or "good". Parents of children attending the schools are even more positive in their general appraisal of the District.

Table 1: Rating of Denver Public Schools.

Question: "In general, would you say you think of the Public Schools in this City as excellent, good, fair OR poor?

	As a % of:		As a % of:			
Think of Schools as:			Spanish		Negro	
	All City	All Parents	All	Parents	All	Parents
Excellent	17%	29%	16%	21%	12%	15%
Good	42	50	37	48	49	54
Fair	15	14	24	22	22	24
Poor	4	2	6	3	4	3
Don't Know; no opinion	22	5	17	6	13	4
Total . . . . (Sample)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

So far as All Parents are concerned, it is evident that, for the most part, these citizens judge the schools on Teachers and Curriculum and, consequently, generally rate the system as "excellent" or "good". On the other hand, Facilities, Teaching and Experience judgements are more apt to produce a "fair" or "poor" evaluation of the Denver Public Schools.

The patterns of praise and criticism illustrated by the All-Parent data are much the same among each of the other survey sample groups although there is evidence that:

(1) Spanish parents are most apt to criticize Facilities; least inclined to rate the schools "Fair" or "Poor" because of Discipline considerations.

and (2) Negro parents are most critical of Teachers, and, in contrast to Spanish parents, more apt to express a need for improved school Discipline.

Table 2: Evaluation of Equal Opportunity in Denver, Colorado.

Question: "For the most part, do you think every child going to a Public School here in this city has the same opportunity for a good education OR are you more inclined to feel that maybe some children don't have as good an opportunity as others? (If "some not as good") What children do you think of as not having as good an opportunity for education in this city's Public Schools?"

	As a % of:					
	All		Negro		Spanish	
Less Opportunity is had by:	City	Parents	All	Parents	All	Parents
Poor children (children with bad home life; children from Welfare homes)	5%	4%	4%	5%	2%	2%
Slow Children (shy, below-average, retarded)	3	4	2	3	3	3
Minority Children (Spanish, Negro)	2	2	4	4	1	1
All Other types (average child; exceptional child; child in crowded school; Elementary School child; unmotivated child; child on Split Session; child with poor teacher, etc.) . .	8	11	12	16	3	4
Don't know which child has less opportunity	5	2	4	2	1	2
Believe opportunity is equal for all children	79	77	76	70	91	89
Totals.	102%	100%	102%	100%	101%	101%

As might be anticipated from the foregoing, the four most prominently mentioned solutions to problems of varying educational opportunity in Denver's Public Schools are:

1: Hire more and better teachers to assure increased individual attention for students.

2: Create a more effective liasion between schools, families and social agencies (courts, welfare departments, etc.)

3: Remodel older schools and build more schools where needed.

4: Insist on racial equality. Make all schools equal and treat all races equally.

Table 9: Home Use of School Library Books.

Question: "Do you think children going to the Public Schools in this city should be allowed to take books home from the school libraries?"

	As a % of:					
	All		Spanish		Negro	
	City	Parents	All	Parents	All	Parents
Yes, children should be allowed to take books home	82%	84%	84%	85%	79%	84%
No, children should not be allowed to take books home	6	9	7	8	9	9
Not sure; have mixed feelings	4	5	3	4	5	5
Don't know; no opinion . . .	8	2	6	3	7	2
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

Fewer than one of ten in any of the sample groups is opposed to allowing children to take books home from school.

In the main, taking books home is favored because it will "help students study better and lead to improved reading habits."

Table 13: Evaluation of Vocational or Job Training.

Question: "How do you feel about the Vocational or Job Training that is offered in the Public Schools here -- would you say it's very good, fairly good OR really not good enough?"

	As a % of:					
	All		Spanish		Negro	
Vocational Training is:	City	Parents	All	Parents	All	Parents
Very good	29%	28%	36%	40%	34%	42%
Fairly good	12	15	14	21	13	14
Not good enough	12	15	8	4	14	11
Don't know, not sure, no opinion	47	42	42	35	39	33
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

The positive appraisal is most evident among Spanish and Negro parents. Four of ten of both these groups consider Denver's Vocational or Job Training "very good".

Table 14: Teaching of Especially Good Students.

Question: "Do you think the Public Schools here are doing a very good, fairly good OR really not good enough job of teaching children who have shown they are especially good students?"

	As a % of:					
	All		Spanish		Negro	
Teaching is:	City	Parents	All	Parents	All	Parents
Very good	42%	57%	54%	59%	48%	55%
Fairly good	10	17	7	12	7	11
Not good enough	7	9	5	3	7	9
Don't know, no opinion, not sure	41	17	34	26	38	25
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

More than half of each of the Parent groups rates teaching for "especially good students" as "very good".

Table 15: Guidance and Counseling Program Judgement.

Question: "In your opinion, is the Guidance and Counseling Program in this city's Public Schools excellent, good, fair OR poor?"

	As a % of:					
	All		Spanish		Negro	
Program is:	City	Parents	All	Parents	All	Parents
Excellent	11%	15%	20%	23%	9%	16%
Good	22	32	23	31	17	27
Fair	11	16	10	8	11	12
Poor	6	9	5	4	7	6
Don't know; not sure; no opinion	50	28	42	34	56	39
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

Fewer than one in ten (10%) rate Guidance and Counseling "poor". Negro residents are somewhat more critical (i.e., more apt to say "fair" or "poor") than are either the All Spanish or Spanish Parent groups.

Table 16: Enrollment Policies.

Question: "This card describes two different plans or ways by which children might go to school in this city. Which of these plans do you consider best for children in this city's Elementary Schools or Grades 1 through 6? Which do you think is best for this city's Junior High Schools or Grades 7 through 9? Which do you think is best for children in this city's High Schools or Grades 10 through 12?"

Favor for:	As a % of:					
	All		Spanish		Negro	
	City	Parents	All	Parents	All	Parents
Elementary Schools:						
Neighborhood Plan	85%	91%	76%	79%	69%	71%
Open Enrollment	10	7	18	17	29	28
Don't know	5	2	6	4	2	1
Total	100%	100%	100%	100%	100%	100%
Junior High Schools:						
Neighborhood Plan	75%	79%	60%	65%	46%	50%
Open Enrollment	18	16	33	30	50	50
Don't know	7	5	7	5	4	--
Total	100%	100%	100%	100%	100%	100%
Senior High Schools:						
Neighborhood Plan	65%	69%	51%	58%	38%	41%
Open Enrollment	27	26	41	38	58	59
Don't know	8	5	8	4	4	--
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

CARD #1: NEIGHBORHOOD ENROLLMENT

As much as possible, children attend the Public School nearest their homes.

OPEN ENROLLMENT

Children may go to any Public School they or their parents want them to.

A pattern of "increasing permissiveness" or greater willingness to permit children to choose their schools as they grow older is constant among all sample groups.

Table 19: **Attitudes Toward Busing Denver School Children.**

Question: "Would you APPROVE or DISAPPROVE a plan whereby Elementary School children would be taken to different schools by bus so that no one school would ever have mostly minority group students? How would you feel about such a bus plan for Junior High School students? How about for Senior High students?"

Busing for:	As a % of: All City	All Parents	Spanish All	Spanish Parents	Negro All	Negro Parents
Elementary School:						
Approve	21%	22%	35%	28%	52%	50%
Disapprove	64	72	48	61	35	43
Don't know	15	6	17	11	13	7
Total	100%	100%	100%	100%	100%	100%
Junior High School:						
Approve	25	27	43	40	54	56
Disapprove	59	67	39	48	32	36
Don't know	16	6	18	12	14	8
Total	100%	100%	100%	100%	100%	100%
Senior High School:						
Approve	27	28	46	41	55	58
Disapprove	56	65	38	48	31	34
Don't know	17	7	16	11	14	8
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

There is more approval for Busing than there is for Open Enrollment. Notably, though, parents of children now attending the Denver Public Schools are most inclined to "Disapprove" or

TEACHING ASSIGNMENTS

There is only token opposition to having Denver Public School teachers "who are members of minority racial or ethnic groups assigned to teach in all or any of the Public Schools in the city."

Table 20: Assignment of Racial or Ethnic Minority Teachers.

Question: "Would you FAVOR or OPPOSE having teachers who are members of minority racial or ethnic groups assigned to teach in all or any of the Public Schools in this city?"

	As a % of:					
	All		Spanish		Negro	
	City	Parents	All	Parents	All	Parents
FAVOR	77%	82%	84%	87%	92%	96%
OPPOSE	8	6	1	2	1	2
Not sure; mixed feelings	4	6	3	2	--	--
Don't know; no opinion	11	6	12	9	7	2
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

Denver's Negro population almost unanimously favors broad distribution of teachers regardless of race, color or creed. The other sample groups are somewhat less enthusiastic, but more than three in four of each segment approve the proposition.

Table 22: Attitude Toward Additional Denver School Buildings.

Question: "Which of the statements on this card expresses your feelings about having the Public Schools in this city spend money to build more schools in this city?"

	As a % of:					
	All		Spanish		Negro	
Statement:	City	Parents	All	Parents	All	Parents
#1 -- "I think money should be spent on that even if it means an increase in property taxes."	53%	63%	52%	56%	54%	65%
#2 -- "I'd like to see money spent on that, but not if it is going to increase taxes."	19	20	23	19	21	20
#3 -- "I think money probably should be spent on that but not now."	5	5	7	6	6	4
#4 -- "I don't think there's any need to spend money on that."	10	7	3	6	8	4
I don't know; I have no opinion	13	5	15	13	11	7
Total . . . . . (Sample)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

Table 23: Economic Attitude Toward More School Social Workers.

Question: ". . .which statement best expresses your feelings about having the Public Schools spend money to employ more social workers to help children who have special problems?"

	As a % of:					
	All		Spanish		Negro	
Statement:	City	Parents	All	Parents	All	Parents
#1	44%	49%	44%	46%	53%	60%
#2	18	19	20	18	23	21
#3	6	6	8	12	6	4
#4	15	16	10	7	11	11
Don't know	17	10	18	17	7	4
Total . . . (Sample)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

Table 24: Approval of Building to End Double Sessions.

Question: ". . . which statement best expresses your feelings about having the Public Schools in this city spend money to build schools large enough to end all Double Sessions even if such building results in empty classrooms later?"

Statement:	As a % of:					
	All		Spanish		Negro	
	City	Parents	All	Parents	All	Parents
#1	37%	45%	38%	49%	49%	53%
#2	12	12	16	12	9	11
#3	7	4	9	5	7	4
#4	28	31	16	16	25	26
Don't know	16	8	21	18	10	6
Total . . .	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

Table 25: Special School for Good Students.

Question: ". . .which of the statements best expresses your feelings about having the Public Schools in this city spend money to create a special high school for especially good students."

Statement:	As a % of:					
	All		Spanish		Negro	
	City	Parents	All	Parents	All	Parents
#1	15%	16%	14%	18%	17%	20%
#2	6	8	13	8	8	8
#3	4	6	9	10	6	5
#4	61	64	44	47	58	61
Don't know	14	6	20	17	11	6
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

TABLE 26: ATTITUDES TOWARD SPECIAL VOCATIONAL SCHOOL.

QUESTION: ". . . WHICH OF THE STATEMENTS BEST EXPRESSES YOUR FEELINGS ABOUT HAVING THE PUBLIC SCHOOLS IN THIS CITY SPEND MONEY TO PROVIDE A SPECIAL SCHOOL FOR VOCATIONAL OR JOB TRAINING?"

	AS A % OF:					
	ALL		SPANISH		NEGRO	
STATEMENT:	CITY	PARENTS	ALL	PARENTS	ALL	PARENTS
#1	46%	45%	53%	52%	58%	61%
#2	10	13	12	14	16	17
#3	4	6	8	8	4	6
#4	27	29	11	11	18	15
DON'T KNOW	13	7	16	15	4	1
TOTAL . . . (SAMPLE)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

TABLE 27: ATTITUDE TOWARD EXPENDITURE FOR MORE SCHOOL COUNSELORS.

QUESTION: ". . . WHICH BEST EXPRESSES YOUR FEELINGS ABOUT HAVING THE PUBLIC SCHOOLS IN THIS CITY SPEND MONEY TO PROVIDE MORE GUIDANCE TEACHERS TO HELP STUDENTS PLAN THEIR FUTURES?"

	AS A % OF:					
	ALL		SPANISH		NEGRO	
STATEMENT:	CITY	PARENTS	ALL	PARENTS	ALL	PARENTS
#1	37%	42%	42%	46%	46%	53%
#2	17	17	21	20	20	19
#3	5	6	7	9	7	8
#4	24	26	10	11	16	16
DON'T KNOW	17	9	20	14	11	4
TOTAL . . . . (SAMPLE)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

TABLE 28: ELEMENTARY SCHOOL LIBRARY INVESTMENT ATTITUDE.

QUESTION: ". . .WHICH OF THE STATEMENTS BEST EXPRESSES YOUR FEELINGS ABOUT HAVING THE PUBLIC SCHOOLS IN THIS CITY SPEND MONEY TO ESTABLISH A REGULAR LIBRARY IN EVERY ELEMENTARY SCHOOL?"

	AS A % OF:					
	ALL		SPANISH		NEGRO	
STATEMENT:	CITY	PARENTS	ALL	PARENTS	ALL	PARENTS
#1	44%	47%	38%	48%	48%	57%
#2	15	18	23	18	24	25
#3	7	7	6	8	5	3
#4	19	20	14	11	14	12
DON'T KNOW	15	8	19	15	9	3
TOTAL . . . (SAMPLE)	100% (597)	100% (405)	100% (201)	100% (199)	100% (199)	100% (203)

Table 32: Information About Denver's Public Schools.

Question: "On the whole, do you feel you have a lot, quite a bit, only a little OR really not much information about the Public Schools in this city?"

	As a % of:					
	All		Spanish		Negro	
Those who have:	City	Parents	All	Parents	All	Parents
A lot	7%	12%	3%	3%	7%	10%
Quite a bit	16	31	15	26	15	33
Only a little	21	24	19	20	27	31
Not much	39	30	48	46	39	25
None 1/	12	1	10	3	7	1
Don't know; not certain	5	2	5	2	5	--
Total	100%	100%	100%	100%	100%	100%
(Sample)	(597)	(405)	(201)	(199)	(199)	(203)

More than half of each of these sample groups say they have "only a little", "not much" or "no" information about the schools. Parents feel better informed, but even in these groups a majority estimate less than "a lot" or "quite a bit".

Spanish sur-name residents appear to feel particularly uninformed. 2/

The two most prominent sources of information about the Public Schools continue to be "children who go there" and "newspapers". 3/

1/ This response was volunteered by the percentage indicated.

2/ 59% of those with no children in the schools and 48% of those with children in private or parochial schools say they have "not much" or "no" information.

3/ Past Opinion Studies for the Denver Public School Board have consistently identified "children" and "newspapers" as the primary sources of Public School information.

(Used by Subcommittee on Buildings, Equipment, Libraries, and Supplies)

____
Name of School

Construction Date: ____________________________

Site Size (acres): ____________________________

Capacity: ____________________________

Date of Check ____________________________

By: ____________________________

The purpose of the Committee shall be to study and report on the present status of equality of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors, in the following specific areas and to recommend improvements in any or all such specific areas.

A. Classrooms	Committee	Principal	Teacher	Custodian	Student
1. What amount of bulletin board is provided?					
2. What amount of good quality chalk board is provided?					
3. Is the classroom furniture in good condition?					
4. Does classroom furniture seem to meet pupils' need?					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					

B. Special Rooms

	Committee	Principal	Teacher	Custodian	Student
(a) Auditorium					
1. Does the building have an auditorium?					
2. Do auditorium facilities meet school and community needs?					
(b) Kitchen and Lunchroom					
1. Does the building have a lunchroom?					
2. Does size of lunchroom meet enrollment needs?					
3. Are furniture and floors durable, neat, easily cleaned and well maintained?					
4. Does Kitchen provide adequate cooking equipment?					
5. Are sanitary conditions maintained satisfactorily?					
(c) Library					
1. Does building have a library?					
2. Does library permit seating an entire class for library-study work?					
3. Is library attractively decorated?					
4. Has library bulletin board display space?					
5. Is library sufficiently lighted and ventilated?					
(d) Clinic					
1. Is there clinic space with suitable cots or beds?					
2. Is approved first aid equipment available?					
3. Are toilet and lavatory facilities available in clinic?					

	Committee	Principal	Teacher	Custodian	Student
(e) All-Purpose Room					
1. Does the building have an all-purpose room?					
2. Purposes used for:					
a. Auditorium					
b. Gymnasium					
c. Band and Orchestra					
d. Music room					
e. Lunchroom					
3. Are there storage facilities for such things as band instruments and equipment?					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					
C. Accessibility and Use of Library Facilities					
1. To what extent is the library open:					
a. Before school					
b. During school day					
c. After school					
2. Are individual classes taken to the library, and given practical instruction on library use, study and recreational reading?					
3. Are library materials available for home use by pupils?					
4. Do library materials include: a. Maps					
b. Globes					
c. Charts					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					

	Committee	Principal	Teacher	Custodian	Student
D. Miscellaneous Equipment					
1. Audio-Visual					
2. Television					
3. Science Laboratory					
4. Language Laboratory					
5. Swimming Pool					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					
E. Building Services (a) Illumination					
1. Does the artificial lighting appear adequate? a. Corridors and stairways					
b. Auditorium					
c. Gymnasium					
d. Classrooms					
e. Sight-saving rooms					
2. Are electrical outlets sufficient in all rooms?					
(b) Heating and Ventilation 1. To what extent does the heating plant keep classrooms uniformly warm at seat level?					
2. Do ventilation facilities assure a sufficient supply of clean air and good circulation in: a. All classrooms?					
b. Corridors and stairways?					
c. Toilet rooms?					
d. Locker rooms?					
(c) Water Supply and Sanitation 1. Are drinking facilities maintained in sanitary condition?					
2. Are toilet facilities adequate to meet pupil needs?					
3. Is toilet and lavatory equipment kept in good repair?					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					
Strong Points:					

F. Building

	Committee	Principal	Teacher	Custodian	Student
1. Does the general appearance of the building encourage pupil cooperation in maintenance?					
2. Are the walls, ceilings and trim atractively painted?					
3. Are the floors clean and in good repair?					
4. Do the general characteristics of the building provide for health and safety?					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					
G. Site					
1. Is there ample play space?					
2. Is it maintained in a safe condition?					
3. Are the grounds maintained to give neat, clean appearance?					
4. Is there adequate play equipment for the school population?					
5. Is it maintained in a safe condition?					
Other localized factors:					
Improvements needed:					
Strong Points:					
Plans for Improvements:					